

For further information on this agenda or how the Committee of the Whole meeting works, please contact Samantha Flynn, Board/Committee Coordinator, at 596-8211 ext. 8363 or samantha.flynn@ocdsb.ca

COMMITTEE MEMBERS:

All Trustees

STAFF:

Camille Williams-Taylor, Director of Education and Secretary of the Board

ASSOCIATION REPRESENTATIVES (NON VOTING):

Ottawa-Carleton Assembly of School Councils (OCASC), Christine Moulaison, Alternate: Malaka Hendela

Ottawa-Carleton Elementary Operations Committee (OCEOC), Christine Lanos, Alternate: Rob James

Elementary Teachers' Federation of Ontario (ETFO), Elizabeth Kettle, Alternate: Brian Lesage,

Ontario Secondary School Teachers' Federation (OSSTF), Cathy Bailey (Teachers), Kelly Granum (OSSTF – OT), Nancy Akehurst (OSSTF - ESP, PSSU, PSSP, EA, PECCS), Alternate: TBC

Ottawa-Carleton Secondary School Administrators Network (OCSSAN), Rupi Bergamin and Steven Spidell
Alternates:

Student Senate (OCSPC or STAC), TBC

Special Education Advisory Committee (SEAC), Mark Wylie, Alternate: Rob Kirwan

Advisory Committee on Equity (ACE) Harvey Brown, Alternate: Elaine Hayles

DISTRIBUTION:

All Board Members, Senior Administration

ABOUT COMMITTEE OF THE WHOLE (PUBLIC):

- The Committee of the Whole (Public) is comprised of all members of the Board with the Vice-chair presiding.

ABOUT THIS AGENDA:

- The Ottawa-Carleton District School Board posts complete standing committee and Special Education Advisory Committee agendas and reports on the website on the Friday, at least ten days prior to the scheduling of the meeting.
- In most instances, staff names have been included on the agenda for contact purposes should you have any questions prior to the meeting.
- If you would like further information on this Agenda or how the Committee meeting works, please contact Samantha Flynn, Board/Committee Coordinator at 596-8211, ext. 8363 or samantha.flynn@ocdsb.ca

IN CAMERA MEETINGS:

- Under provincial law, “A meeting of a committee of a board, including a committee of the whole board, may be closed to the public when the subject-matter under consideration involves,
(a) the security of the property of the board;
(b) the disclosure of intimate, personal or financial information in respect of a member of the board or committee, an employee or prospective employee of the board or a pupil or his or her parent or guardian;
(c) the acquisition or disposal of a school site;
(d) decisions in respect of negotiations with employees of the board; or
(e) litigation affecting the board.”

HOW TO APPEAR AS A DELEGATION:

- The following rules apply to members of the public who would like to address the Committee at a public meeting:
 - If registered by the Thursday prior to the meeting, providing a written submission, and a first appearance on the subject, (up to a 4 minute delegation); or
 - If registering prior to the start of the meeting using the sign-up sheet (up to a 2 minute delegation).
- To pre-register your delegation, you must submit a written statement to Samantha Flynn on your issue by 4:00 pm on the Thursday prior to the release of the agenda package. Please note, if the Friday prior to the regularly scheduled Board meeting is a statutory holiday, then the deadline is 4:00 pm on Wednesday. Your written statement will be included in the agenda package. If you would like to pre-register, please contact Samantha Flynn, Board/Committee Coordinator at 596-8211, ext. 8363 or samantha.flynn@ocdsb.ca
- At the beginning of each Committee meeting, a maximum of 20 minutes will be allotted for delegations.

COMMITTEE OF THE WHOLE PUBLIC AGENDA

Tuesday, November 19, 2019, 7:00 pm

Board Room

Administration Building

133 Greenbank Road

Ottawa, Ontario

Pages

- | | | |
|-----|--|----|
| 1. | Call to Order - Vice-Chair of the Board | 1 |
| 2. | Approval of Agenda | |
| 3. | Briefing from the Chair of the Board | |
| 4. | Briefing from the Director | |
| 5. | Presentation on Student Bus Transportation

(Vicky Kyriaco, General Manager/Chief Administrative Officer of the Ottawa Student Transportation Authority) | 1 |
| 6. | Delegations | |
| 6.1 | Jacqueline Shaw, Gloucester High School Council re Number of Monitoring Reports on the Amalgamation of Rideau High School and Gloucester High School | 3 |
| 7. | Matters for Action: | |
| 7.1 | Report 19-114, In-Year Support for Students with Autism Spectrum Disorders and Developmental Disabilities (P. Symmonds, ext. 8254) | 7 |
| 7.2 | Report 19-115, Approval of Policy P.141.GOV Integrity Commissioner (M. Giroux, ext. 8310) | 11 |
| 7.3 | Report 19-051, Revisions to P.025.GOV Board Member Conflict of Interest (M. Giroux, ext. 8310) | 29 |

7.4	Notice of Motion, Re: Number of Monitoring Reports on the Amalgamation of Rideau High School and Gloucester High School, Trustee Blackburn	37
a.	Supplemental Information: Memo 19-125, Additional Information Regarding Transition Monitoring of the Gloucester-Rideau Amalgamation (M. Giroux, ext. 8310)	39
7.5	Notion of Motion, Re: High Performance Athlete Program, Trustee Blackburn	75
a.	Supplemental Information: Memo 19-133, Status of the High Performance Athlete (HPA) Program (S. Lehman, ext. 8391)	77
8.	Report from Statutory and Other Committees	
8.1	Parent Involvement Committee, 16 October 2019	101
8.2	Indigenous Education Advisory Council, 17 October 2019	107
8.3	Advisory Committee on Equity, 24 October 2019	113
8.4	Ad Hoc Code of Conduct Committee, 29 October 2019	127
9.	Matters for Discussion:	
9.1	Report 19-112, Mental Health Strategy 2019-2022 (P. Symmonds, ext. 8254)	131
10.	Information Items:	
10.1	Report from OPSBA (if required)	
10.2	New Ministry Initiatives Update	
a.	Memorandum B20: Education Development Charge Policy Framework Update	151
	Supplemental Information: Memo 19-139, Education Development Charge Policy Framework Update	
10.3	OSTA Update (if required)	
11.	Long Range Agendas - November 2019 - January 2020	159
12.	New Business - Information and Inquiries	
13.	Adjournment	



OSTA

Ottawa Student
Transportation
Authority

Committee of the Whole – Presentation Outline

Thank you for the opportunity to present to Trustees on November 19, 2019. This presentation outline is provided to OCDSB for information, and to collect any questions Trustees might have ahead of time.

1) OSTA governance/Org Chart

- **School board Trustees** approve service level agreement and set broad eligibility requirements – all other is delegated authority to their representatives
- **OSTA Board of Directors** – Director of Education, CFO, 2 Trustees (purchasing limits/procurement, strategic plans, policies, cancellation of services in non-urgent situations, employee terminations)
- **GM/CAO** – Delegated authority to implement procedures, appeals, cancellations in emergencies and inclement weather, HR matters, etc
- **Staff** – New Safety and Accessible Transportation Assistants, Communications Coordinator

2) Students (Total)

- **70,000 total** students in the Bus Zone and receiving motorized transportation (including hazard zones, not including empty seats) 5
- **447** students receiving transportation to 2 homes who are in a joint custody arrangement (so far)
- **45,823** students in the Walk Zone.
- **3379** Empty seat assignments, 5107 applications received

3) Growth (OCDSB)

(Note: We are correcting 2016-17 for COW presentation)

	Yellow/Van	Presto	Total
2015-16	33147	7638	40785
2016-17	TBD	TBD	TBD
2017-18	33518	7888	41406
2018-19	35054	9037	44091
2019-20	35879	8164	44043

4) Route Planning

	2019-20	2018-19	2017-18	2016-17	2015-16	2014-15
Large Vehicle Routes	627	631	620	607	606	677
Small Vehicle Routes	1237	1305	1148	2116	1055	988
Presto Passes	11266	10485	9234	9099	9601	8385
WSB Routes/Leaders	8/12	13/18	12/15	12/16	8/10	6/7
Hybrid WSB Routes/Leaders	4/5	n/a	n/a	n/a	n/a	n/a

5) Driver Shortage

- 30 open routes, covered with spares, office staff, route-doubling
- Monitoring operators with service issues
- OSTA provided Recruitment assistance
- OSTA Wage supplement for only a portion of routes, Ministry Driver Retention Program
- Ministry tracking driver shortage periodically

6) School Active Transportation

- Recognized as leader among consortia and school boards
- Shared funding with City of Ottawa, Ontario Active School Travel Grant
- Ottawa School Active Transportation Network – Community Partners
- OASBO AST Sub-Committee and Leading Practices
- Services include:
 - Walking School Bus
 - Hybrid Walking School Bus (pilot – paid leader + volunteers)
 - Youth Pedestrian training (18,000 elementary students trained so far this year)
 - Online Walk Routes to School Maps (expanding and revising)
 - School Active Transportation Planning (formerly STP) 12 schools, 32 graduated
 - Walking Hazard Assessment Criteria and Evaluation
 - Walk to School Day Toolkit (in progress)
 - Pitter Patter Grant (coming soon)
 - Traffic Safety Blitz (coming soon)

7) Communications

- Online Parent Web Portal – route info, transportation issues forms
- **28,100** followers Twitter/facebook – building community
- **53,500** email notification subscribers
- Planned meeting with both school board Communications to discuss long-term strategy

8) Changes/Improvements

- Stop Arm Cameras – 6 systems installed - City's system, OSTA conducted privacy impact assessment, joint agreement to protect students and public
- Procurement – Finalized 4 of 6 contracts for September 2020 (275 routes)
- Standards of Performance – In progress - Collaborating with Operators, data collection, measures, targets, consequences/reward
- Developing electronic empty seat application form
- Reviewing Life Threatening Medical Form and process
- CAA Bus Patrollers - pilot

9) Opportunities for Cost Savings

- Bell time review on hold until school accommodation review moratorium is lifted
- Reduce modified schedules for Spec Ed
- Part-time EDP users hold unused seats on yellow buses
- Reduce single riders on vans
- Review Eligibility for special programs

Provided by: Vicky Kyriaco, General Manager/Chief Administrative Officer

November 13, 2019

Chair
Board of Trustees
Ottawa Carleton District School Board
133 Greenbank Road
Ottawa, ON
K2H 6L3

To the Chair:

I am writing on behalf of the Gloucester High School Council concerning the motion recently tabled by Trustee Blackburn to reduce the number of annual monitoring reports that are meant to keep the community informed of the achievement and well-being of students within the historic boundaries of both Rideau High School and Gloucester High School.

Trustee Blackburn's motion appears to be based on a desire to conserve or reassign resources at the Board. The Board's decision to amalgamate the two high schools in Ottawa's east end was not taken lightly and took almost 12 years of, at times, rancorous debate.

The nature of the original motion was to ensure that the impact of the Board's decision on students, including those who require specialized educational support (special education; English Language learners) and those from low-income backgrounds, was clearly, transparently, and publicly presented. Thus far, two reports out of four reports have been published¹.

The first report describes the baseline year for monitoring (2017-2018) and the three years preceding amalgamation. The second report hints at some positive trends in "outputs" of the monitoring exercise (e.g., enrolment appears to have stabilized; student attrition rates appear to be decreasing; rates of cross-boundary transfers appear to be declining; and there are greater and more varied course offerings). On the other hand, it also outlines some areas of concern, which we feel should be monitored and addressed, namely, the decline in student achievement in the Grade 10 OSSLT and a decline in Grade 10 credit accumulation. These are troubling because they relate directly to academic outcomes and, ultimately, student success and the reputation of our school.

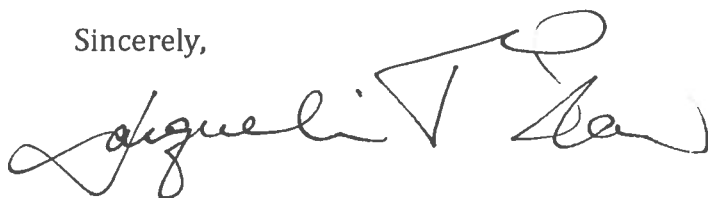
We acknowledge that any transition will result in a dip in performance until adjustments are made to course correct and achieve a successful end state. This concern is at the foundation of the spirit and intent of the March 2017 motion. In

¹ "Staff will prepare a report for February 2018, and every year thereafter for three years, to keep the community informed." Page 2 of Report No. 19-065, 28 May 2019.

any statistical analysis, two data sets are not enough to validate positive or negative trends. A third and fourth snapshot will more completely describe the full impact of amalgamation. We feel that the Board owes it to our students and our community to continue to produce and report (for two more reporting cycles) on the impact of amalgamation as outlined in the original March 2017 motion. We strongly urge the Board to continue to report on what it said it would.

We would also like to take this opportunity to ask a few more questions of the Board related to the amalgamation of Rideau High School and Gloucester High School (see Annex A, attached).

Sincerely,

A handwritten signature in black ink, appearing to read 'Jacqueline Shaw'. The signature is fluid and cursive, with a large loop at the end of the last name.

Jacqueline Shaw, B.A., M.A.
Chair, Gloucester High School Council

ANNEX A

1. On page 9 of report #19-065, it reads that of the 399 students enrolled at Rideau HS at the end of June 2017, 60 students were not enrolled at Gloucester High School, ***however a majority*** of these indicated transfer to another educational institution. What specific number of students out of the 60 did not indicate they were transferring to another educational institution and what became of them?
2. It has been two full school years since amalgamation and there remain several outstanding renovations that are yet to be completed. Could the Board provide a clear and specific time frame for the remaining renovations to be completed including:
 - Updating of food labs
 - Accessible kitchen for students in wheelchairs
 - Newly renovated greenhouse
 - Picnic tables
 - Building of an outdoor garden
 - Completion of a second auto shop
 - Updating of music room and drama studio
3. With regard to the kit car that is currently languishing in the auto shop, could the Board please explain why the car cannot be sold and what steps have been taken to try to sell it? Surely, its sale could bring some additional funding in that would benefit the school and our students.



**COMMITTEE OF THE WHOLE (PUBLIC)
SPECIAL EDUCATION ADVISORY COMMITTEE**

**19 November 2019
13 November 2019**

Report No. 19-114

In Year Support for Students with Autism Spectrum Disorders and Developmental Disabilities

Key Contact: Peter Symmonds, Superintendent of Learning Support Services, 613-596-8254

PURPOSE:

1. To seek approval for an increase in staffing to support students with Autism Spectrum Disorders (ASD) and Developmental Disabilities (DD).

CONTEXT:

2. The District supports students with a range of needs both in regular program classrooms and in specialized program classes. Currently, the District operates 34 elementary and 15 secondary ASD specialized program classes, 25 DD classes at specialized program schools (i.e., Clifford Bowey, Crystal Bay) and 10 DD classes at community schools.

Annually, Learning Support Services (LSS) reviews student needs and provides recommendations for specialized program class openings and/or closings that are considered through the OCDSB Academic Staffing and Budget process. For the 2019-2020 school year, 14 new specialized program classes (9 elementary, 5 secondary) were opened to address projected student needs and to minimize waitlists. The specialized program class referral estimate process was highly predictive of system needs and waitlists for specialized program classes were well managed as of 28 June 2019 for the 2019-2020 school year.

Each year, new students arrive with diverse developmental profiles that were not known to the District during the spring planning process. LSS provides a range of strategies to effectively support transitions for these students, parent/guardians and the receiving school team (e.g., ASD/DD Intake, Emergency EAs, EA allocation in reserve, specialized program class placement).

While a small number of unexpected students is anticipated annually, this fall the District has welcomed an unprecedented number of students with complex ASD and DD profiles. Given that this level of student need was not anticipated during the spring planning process, LSS is working to develop an immediate plan for in year support.

3. Updated Wait List Information

As of 25 October 2019 the following information is available:

- 6 students with DD are waiting for placement at a specialized program school (i.e., Clifford Bowey, Crystal Bay); and
- 21 students with ASD are waiting for placement in an ASD specialized program class.

These students present with a range of complex needs that require a high level of support. Many of these students present with very low developmental levels (i.e., 10 to 18 months), are non-verbal (without communication systems established) and have behaviours of concern (e.g., elopement, self-injurious behaviours).

4. Options for In Year Support

LSS is committed to the development of a plan that ensures student safety, promotes the development of school readiness behaviours as well as the provision of appropriate educational programming and skill development for students waiting for placement. To this end, two options have been evaluated including:

- opening additional specialized program classes during the 2019-2020 school year; and
- providing additional staff (i.e., EAs, Itinerant ASD/DD Teacher) to meet student needs in regular programs.

5. Feasibility Analysis

Consultation with the Planning and Facilities departments indicated significant operational challenges associated with in year specialized program class openings. Significant facilities modifications are required to open both ASD and DD specialized program classes, especially for classes with younger students and students with complex profiles. Facilities work would not be reasonably completed until approximately March 2020 and risks causing major disruption to the learning environment of the host school. From a student accommodation perspective, new portables and classroom relocations would be required that could also significantly impact the host school community.

Opening new specialized program classes involves significant preparation in terms of staff hiring and training, resource acquisition, and communication with the school community. Past experience with specialized program class openings indicates that approximately 2 months are required to complete this important work.

Currently in the District, placement options from regular class to specialized program class exist to support students, including those with complex needs. For some students and their parents/guardians, the regular program is the preferred placement. Personalized to student needs, specific supports and services may include:

- EAs;
- Learning Support Teacher and/or Learning Resource Teacher;
- Multidisciplinary team (Learning Support Consultant, psychology, social work, speech-language pathology);
- Central teams (i.e., ASD/DD, Early Learning, Social Emotional Learning, Augmentative and Alternative Communication); and

By augmenting staff allocations, the level of support to students could be increased to address student needs in the regular program class. However, current labour shortages with specific employee groups could limit the District's ability to hire additional staff (i.e., EAs).

6. Trend Analysis of Student Need

An initial review suggests the following:

- An increase in the number of new elementary students (grades 1 through 8) with more severe presentations of ASD and DD (e.g., new Canadians, out of District transfers); and
- An increase in the number of new Kindergarten program registrants with complex ASD and DD profiles.

LSS has begun the process to better understand the factors that may be contributing to this unexpected increase in the number of new registrants with complex needs. It is not yet possible to determine whether this level of need will be a consistent pattern or an anomaly. During the annual spring planning process LSS will present contingency options should this level of student need become a more consistent pattern.

7. Interministerial Collaborations

The coordination of supports and services for children and youth with developmental disabilities, including ASD and Intellectual Disabilities, continues to be a challenge. Provincially, the Ministries of Education, Health, and Children Community and Social Services share this responsibility. LSS continues to leverage collaborations and partnerships with government and community agencies in support of our students and their families.

It is evident that the support required to meet the needs of students with increasingly complex profiles is a challenge with respect to human resources and budgetary considerations. Ongoing advocacy at all levels is required to ensure that these issues and challenges are well understood by the Ministry of Education and elected officials.

8. Summary and Recommendations

There are significant complexities as the OCDSB considers how best to support students with developmental disabilities, including ASD and Intellectual Disabilities, in the long term. This work will continue in close collaboration with all stakeholder groups.

To ensure support in the regular program for students new to the OCDSB who are waiting for placement in ASD/DD specialized program classes, the following in year supports are recommended:

- 25 Full Time Equivalent (FTE) Educational Assistants; and
- 1 FTE Itinerant ASD/DD Teacher.

A hybrid staffing approach with increased EA support and the addition of an Itinerant ASD/DD Teacher would ensure student safety, provide coaching support for classroom teams to facilitate developmentally appropriate educational programming, and promote school readiness skills.

LSS will work collaboratively with Human Resources (HR) to recruit and ~~at least~~ ^{at least} 10 of 161 additional EAs (e.g., to maximize staffing resources). LSS, HR and school teams will work together to provide training opportunities for new staff.

Projections for the number of vacancies at specialized program schools (i.e., Clifford Bowey, Crystal Bay) indicate that the current cohort of students waiting for this type of placement could be accommodated in September 2020 with the existing number of pupil places.

Additional elementary ASD specialized program classes would be required for September 2020 to provide specialized program class placement options for the current cohort of students on the ASD wait list.

RESOURCE IMPLICATIONS:

9. The estimated cost associated with the proposed increase to in year staffing is as follows:
- 25 FTE EAs = \$1,417,800;
 - 1 FTE elementary Itinerant Teacher for ASD/DD = \$107,404; and
 - Total in year cost = \$1,525,204.

COMMUNICATION/CONSULTATION ISSUES:

10. LSS continues to collaborate with the school teams that are supporting students on the waitlist for ASD and DD specialized program classes to ensure collaborative and transparent communication with parents and guardians.

The information in this report will be shared with the Special Education Advisory Committee (SEAC).

STRATEGIC LINKS:

11. The presented information directly relates to the key priority areas of Culture of Caring and Social Responsibility. This information will contribute to equity of access, opportunity and outcomes for learners with special education needs and facilitate informed decision making for the system.

RECOMMENDATION:

THAT the Board approve the proposed in year increase to staffing (25.0 FTE Educational Assistants and 1.0 FTE Itinerant Teacher) effective immediately, to support students with ASD and DD.

Peter Symmonds, Superintendent of
Learning Support Services

Camille Williams-Taylor
Director of Education and
Secretary of the Board



COMMITTEE OF THE WHOLE

Report 19-115

19 NOVEMBER 2019

APPROVAL OF POLICY P.141.GOV INTEGRITY COMMISSIONER

Key Contact: Michele Giroux, Executive Officer, Corporate Services, ext. 8607

PURPOSE:

1. To seek approval of the draft Policy P.141.GOV Integrity Commissioner (Appendix A) to establish the OCDSB new office of the Integrity Commissioner.

CONTEXT:

2. At its meeting of 07 May 2019, the Board approved changes to P.073.GOV Board Member Code of Conduct which incorporated the role of an Integrity Commissioner into the process. The changes come into effect if the Board appoints an Integrity Commissioner. To support this work, the Board expanded the role of the Ad Hoc Code of Conduct Committee to include the development of a new policy.

The Ad Hoc Committee met on 17 September 2019 to discuss the new draft policy and on 29 October 2019 to discuss the revised version in response to questions raised at the first meeting taking into consideration advice from legal counsel. The Committee approved the draft policy (Appendix A) to be presented to the Board for approval. Should the Board approve the draft policy, the recruitment would be done through a Request for Proposal (RFP) process in accordance with the procurement policies of the District. The appointment process would be overseen by a selection committee of trustees appointed by the Board and chaired by the Chair of the Board or designate.

KEY CONSIDERATIONS:

1. Functions of the Integrity Commissioner
There is no legislative requirement for school boards to appoint an Integrity Commissioner. In the absence of statutory guidance with respect to structuring the role of an Integrity Commissioner, school boards have leeway in shaping the role to match their particular needs. Similar to most school boards which have voluntarily created this role, the draft policy provides for:
 - advisory functions for individual members and the Board;
 - investigative functions;

- educational functions; and
- mediatory functions related to P.073.GOV Board Member Code of Conduct, where the Commissioner can play a role in settling complaints through the informal review process.

Throughout the Committee discussions, concerns were raised about the scope of authority of this office and the need to ensure sufficient controls were in place, such that an individual in the position could not continuously expand the mandate of the office which could significantly increase the costs. To address these concerns, the language in the policy was adjusted to ensure controls on the scope of authority.

There are additional accountability and control mechanisms established through the annual reporting requirement of the Integrity Commissioner. The annual reports shall include information on the nature and number of complaints handled by their office and any other activities undertaken in the year.

2. Interaction between the Integrity Commissioner, Board, and Director of Education

Throughout the development of the policy, there was an appreciation of the fact that this is a new office and it would be necessary to establish some standards of practice for interaction between the Integrity Commissioner, the Board, and the Director of Education. In the first year, it may be helpful to establish some interim monitoring/check-in points to ensure a common understanding of the role.

The Integrity Commissioner would report directly to the Board, but there would likely be some interactions with the staff in case of investigations in allegations of misconduct. It is anticipated that the Director or their delegate would facilitate the Commissioner's access to files, records, things, or property which belongs to or used by the Board member concerned, as part of the Commissioner investigative role.

3. Aligning Duties and Skills of the Integrity Commissioner

The role description for an Integrity Commissioner (Appendix B) is based on the duties in the policy and an assessment of the skill sets necessary to undertake this role. Staff developed the role description in discussion with legal counsel and following a review of the requirements by other school districts.

The qualifications of an Integrity Commissioner do not include a law degree. Regardless of whether or not the appointee to the position had a law degree, the Integrity Commissioner would not provide legal advice to individual trustees; they would rather offer guidance based on their knowledge of code of conduct and conflict of interest matters.

4. Termination of an Integrity Commissioner

Recognizing that an Integrity Commissioner should have an independent investigation capacity and that such investigations would be sensitive, consideration was given to the process of terminating an Integrity Commissioner.

Based on a recommendation by legal counsel, staff retained the requirement of a two-thirds vote for the removal of an Integrity Commissioner for any reason.

5. Code of Conduct - Implications

The Board's approval of the Integrity Commissioner policy is a decision to proceed with this role and an RFP process. If the Board does not adopt policy P.141.GOV Integrity Commissioner (Appendix A), policy P.073.GOV Board Member Code of Conduct would continue but changes approved by the Board on its 07 May 2019 meeting would not be implemented.

6. Conflict of Interest

In a separate report, revisions to P.025.GOV Board Member Conflict of Interest were made as a result of recent legislative changes. In addition, changes were made to incorporate the possibility of Board members seeking advice from the Integrity Commissioner where they have questions regarding their obligations under the conflict of interest policy and/or the *Municipal Conflict of Interest Act (MCIA)*.

RESOURCE IMPLICATIONS:

7. With the creation of any new office, there are additional costs. In this particular situation, the creation of the office of the Integrity Commissioner is not the same as the creation of a new staff position. The recruitment process for an Integrity Commissioner would be done through an RFP process where there would be a market price element to the costs. The actual costs would not be fully known until the RFP has been completed.

At this stage, staff has estimated an annual retainer to be in the range of \$25,000 payable in twelve monthly increments for up to 20 hours of work per month. This is based on anticipation of the workload of the Commissioner and the current model adopted by other boards. Toronto District School Board (TDSB) offers an annual stipend of \$25,000 based on 20 hours per month averaged over a consecutive 12 month period. However, the annual stipend does not cover tasks pertaining to:

- seminars, which are remunerated at a negotiated price; or
- formal inquiries/investigations requested by the Board which are remunerated at a rate of \$200.00 per hour for up to \$1,000 per day.

In order to monitor the hours billed by the Integrity Commissioner, the contract might include a mechanism to send notifications when the work approaches or exceeds 20 hours per month. The contract could also clarify whether or not the monthly remuneration would be forfeited if unused or rolled forward for the continuation of use in the preceding months.

Funds to cover the estimated annual retainer were included in 2019-2020 budget.

COMMUNICATION/CONSULTATION ISSUES:

3. Recognizing that the Board has directed the establishment of the Integrity Commissioner office, no consultation with the public has been undertaken on this draft policy.

STRATEGIC LINKS:

4. The initiative to appoint an Integrity Commissioner, without a statutory obligation, signals the Board's commitment to ensuring its operations and decision-making are carried out to the highest possible ethical standards in alignment with the Culture of Social Responsibility pillar of the 2019-2023 Strategic Plan.

RECOMMENDATION:

THAT the draft policy P.141.GOV Integrity Commissioner, attached as Appendix A to Report 19-115, be approved.

Michele Giroux
Executive Officer, Corporate Services

Camille Williams-Taylor
Director of Education

APPENDICES

Appendix A - Draft Policy P.141.GOV Integrity Commissioner
 Appendix B - Draft Role Description of the Integrity Commissioner of the
 Ottawa-Carleton District School Board
 Appendix C - Supplemental Information

**POLICY P.141.GOV****TITLE: INTEGRITY COMMISSIONER****Date issued: XX November 2019****Last revised:****Authorization: Board: XX Month 2019****1.0 OBJECTIVE**

To establish the office of the Integrity Commissioner to provide advisory support to the Board and its members in matters of ethics and in the investigation of code of conduct complaints. .

2.0 DEFINITIONS

In this policy,

- 2.1 **Board** means the Board of Trustees of the Ottawa-Carleton District School Board.
- 2.2 **Board Member** means a Trustee of the Ottawa-Carleton District School Board.
- 2.3 **Complaint** means a written allegation filed with the Integrity Commissioner that a Board member has breached Board Policy P.073.GOV Board Member Code of Conduct.
- 2.4 **Staff Members** means employees of the Ottawa-Carleton District School Board.

3.0 POLICYRole of the Integrity Commissioner

- 3.1 The Integrity Commissioner shall receive, review and mediate and/or investigate complaints under Board Policy P.073.GOV Board Member Code of Conduct.
- 3.2 The Integrity Commissioner, upon request by the Chair of the Board, shall provide guidance and recommendations to the Board on issues of ethics and integrity related to the application of Board Policy P.073.GOV Board Member Code of Conduct.
- 3.3 The Integrity Commissioner may, upon request, provide confidential written and oral guidance or advice to individual Board members in respect to situations they face in the exercise of their official duties. Should the matter apply to other members, the advice shall be provided to the whole Board with no reference to the requesting member.

- 3.4 The Integrity Commissioner may, upon request, provide advice or recommendations to the Board on matters relating to policies and procedures, professional development and/or legislative changes affecting the Board governance and standards of ethical behaviour of Board members.

Jurisdiction of the Integrity Commissioner

- 3.5 The Integrity Commissioner shall be appointed by the Board and carry out their duties independently.
- 3.6 The Integrity Commissioner does not have jurisdiction to investigate or make inquiries into complaints that are related to:
- a) the *Criminal Code*;
 - b) the *Municipal Conflict of Interest Act*;
 - c) the *Municipal Elections Act*;
 - d) the *Municipal Freedom of Information and Protection of Privacy Act*; or
 - e) staff members.

Selection and Appointment of the Integrity Commissioner

- 3.7 The selection process for the Integrity Commissioner shall be conducted in accordance with the procurement policies of the District and overseen by a selection committee of trustees appointed by the Board of Trustees and chaired by the Chair of the Board or designate.
- 3.8 The selection committee shall recommend a candidate for the Integrity Commissioner position for approval by the Board.
- 3.9 The Board of Trustees shall appoint an Integrity Commissioner for a two-year term renewable for up to six years in total.
- 3.10 The appointment of the Integrity Commissioner shall be made by approval of the majority of members present and voting, at a regular or special meeting of the Board.
- 3.11 The removal of the Integrity Commissioner, for any reason, shall be made only by approval of two-thirds of all members, at a regular or special meeting of the Board.

Accountability

- 3.12 The Integrity Commissioner is accountable to and reports to the Board of Trustees.
- 3.13 The Integrity Commissioner shall annually report to the Board on:
- a) the number and nature of complaints handled by their office;
 - b) the number and nature of complaints received that were outside the jurisdiction of their office; and

- c) other activities undertaken in the preceding year.
- 3.14 All annual reports from the Integrity Commissioner to the Board will be made available to the public.
- 3.15 The Integrity Commissioner shall redact any confidential information from their public reports in accordance with *the Municipal Freedom of Information and Protection of Privacy Act*.
- 3.16 The Integrity Commissioner may make interim reports to the Board where necessary and as required.

4.0 APPENDICES

Appendix A: Role Description of the Integrity Commissioner of the Ottawa-Carleton District School Board

5.0 REFERENCE DOCUMENTS

Education Act, 1990

Municipal Election Act, 2017

Municipal Conflict of Interest Act, 2017

Criminal Code, 1985

Municipal Freedom of Information and Protection of Privacy Act, 1990

Occupational Health and Safety Act, 1990

Ombudsman Act, 1990

Board Policy P.025.GOV Board Member Conflict of Interest

Board Policy P.073.GOV Board Members Code of Conduct

Board Procedure PR.625.HR: Corporate Code of Conduct for Business Relationships

Appendix B to Report 19-115

Role Description of the Integrity Commissioner of the Ottawa-Carleton District School Board

As an Integrity Commissioner, you will independently carry out the assignments below having regard for the ethical responsibilities of the elected members of the Board. You will report directly to the Board of Trustees.

Eligibility:

Employees of the Ottawa-Carleton District School Boards are not eligible to apply for this position.

Qualifications:

- Undergraduate degree
- A minimum of ten (10) years of senior level management, legal and/or quasi-judicial experience
- Experience in mediation and dispute resolution techniques

Roles and Responsibilities

As the Integrity Commissioner of the Ottawa-Carleton District School Board you will:

1. Review and make inquiries related to complaints made in accordance with P.073.GOV Board Member Code of Conduct.
2. Review and request access to information you believe is necessary for an investigation of a complaint made in accordance with P.073.GOV Board Members Code of Conduct.
3. Conduct interviews with anyone who may have information relevant to the investigation pertaining to an alleged breach of the member Conduct.
4. Upon request, provide advice to Board members about the application of P.073.GOV Board Members Code of Conduct, P.025.GOV Board Member Conflict of Interest and the interpretation of related legislation.
5. Upon request, provide general information to Board members about their duties and obligations under the following:
 - *Education Act*
 - *Municipal Elections Act*
 - *Municipal Conflict of Interest Act*
 - *Ontario Human Rights Code*

- *Criminal Code of Canada.*
 - *Municipal Freedom of Information and Protection of Privacy Act*
 - *Occupational Health and Safety Act*
 - *Ombudsman Act*
6. Provide professional development to Board members on issues of ethics and integrity.
 7. Maintain custody and control of complaint and inquiry files, and on completion of your term, transfer all files, including correspondence, to the incoming Integrity Commissioner.
 8. Provide such other duties respecting ethical and conduct matters as assigned by the Board.

As a successful Integrity Commissioner, you have:

1. High ethical standards;
2. Demonstrated impartiality, wisdom, and sound judgement, combined with the ability to inspire trust and confidence;
3. The ability to provide services on a part-time, flexible and as needed basis;
4. No other involvement in political campaigning/endorsements related to the Board, or other related conflict of interest;
5. No other involvement or financial interest in the work undertaken by the Board;
6. The ability to provide alternative dispute resolution strategies;
7. Experience with managing sensitive inquiries, conducting investigations, and making timely and appropriate recommendations;
8. Excellent oral and written communication skills;
9. Familiarity with investigatory procedures, duty of fairness, and the application of administrative legal principles;
10. The ability to interpret and apply the provisions of various statutes, regulations, policies, and any other enabling framework; and
11. Practical knowledge of the education and school board systems as well as the *Education Act* and applicable regulations.

Selection Process:

The selection process for the Integrity Commissioner will be conducted in accordance with the procurement policies of the District and overseen by a selection committee of trustees appointed by the Board and chaired by the Chair of the Board or designate. The selection committee will interview candidates and recommend an Integrity

Commissioner to the Board. The Board will approve the appointment by a vote of the majority of members present and voting.

Remuneration:

The successful Integrity Commissioner will receive an annual retainer estimated to be in the range of \$25,000 payable in twelve monthly increments for up to 20 hours of work per month. Hours exceeding the 20 hours per month will be remunerated at an hourly rate.



For Information Only

Integrity Commissioner Report

Presented To:	City Council
Presented:	Tuesday, Jun 10, 2014
Report Date	Wednesday, Jun 04, 2014
Type:	Correspondence for Information Only

Recommendation

For Information Only

Background

As part of the City of Greater Sudbury's commitment to transparency and accountability, Mayor Marianne Matichuk brought forward a motion to establish an Office of the Integrity Commissioner for the City of Greater Sudbury which was carried by Council on July 9th, 2013. This motion directed staff to bring forward a report to Council which included: 1) suggested mandate for an Integrity Commissioner based on models from other Ontario cities; 2) the financial implications of establishing such an office on a part-time or retainer basis; and 3) an implementation plan for such an office.

Signed By

Report Prepared By

Carly Gasparini
Coordinator of Strategic Initiatives and
Policies
Digitally Signed Jun 4, 14

Recommended by the C.A.O.

Doug Nadorozny
Chief Administrative Officer
Digitally Signed Jun 4, 14

Several municipalities across Ontario have an Integrity Commissioner established or are in the processes of reviewing their needs to do so. The City of Ottawa presented a thorough and informative report to their Council on June 29th, 2012, parts of which were used for the development of this report with their permission. Several other municipalities have also turned to this well researched report for information.

Legislated Role of Integrity Commissioner

Section 223.3(1) of the revised *Municipal Act, 2001* provides the municipality with the legislative authority to appoint an Integrity Commissioner and outlines the basic powers and responsibilities of that office. It enables Council to authorize the Integrity Commissioner to oversee any or all of the policy matters surrounding the enforcement of Codes of Conduct for elected officials and/or members of local boards. It outlines the Integrity Commissioner's powers of inquiry, sanction and delegation as well as confidentiality and reporting requirements as follows:

- Under the Act, an Integrity Commissioner is legislated to:
 - Report direct to Council on matters related to the Code of Conduct for Council and/or local boards;
 - Undertake investigations into complaints against members of Council and/or local boards alleging contraventions of the application of the code of conduct; and
 - Make all reports public while maintaining confidentiality regarding personal identity information.

Other Duties

Under the Act, municipalities have the discretion to include other duties to suit their particular needs. Many other municipalities have chosen to do so. These can include:

- Provide advice to Members of Council on ethical behaviour;
- Provide education to Members of Council on the application of a Code of Conduct for Members of Council;
- Assist in the development of the policies and processes for the Integrity Commissioner's Office including input into the development of a thorough Code of Conduct for Council;
- Provide reports to Council on a regular basis on findings from any investigations, a summary of complaints received and advice provided, and any recommendations for changes to the approved processes; and
- Act as the City's Meetings Investigator and the City's Lobbyist Registrar in accordance with the duties set out in the reports establishing those offices.

Providing Advice and Education

Having an educational and advisory component built into the mandate of the Integrity Commissioner is common amongst other municipalities reviewed for this report. This component will assist in helping Members of Council and the public understand how the City's accountability policies are applied in day-to-day situations. This would ensure that the Integrity Commissioner is made readily available to Members of Council to provide advice in a timely matter. While not mandatory, it is also common to bind the Integrity Commissioner and elected officials to the advice provided by the Integrity Commissioner so that if the advice provided is followed, the Integrity Commissioner would stand behind the advice should a complaint be lodged. The Integrity Commissioner's individualized advisory responsibilities should then be limited to those to whom the Code applies. In most municipalities where the Integrity Commissioner is mandated with this advisory role, they are required to provide summaries of their advice which is posted on a regular basis on the municipality's website to provide an understanding to the public of how the rules are being applied. It is important to note that under the legislation, an Integrity Commissioner cannot provide Members of Council with specific legal advice or other advice related to the *Municipal Conflict of Interest Act*.

Development of Policies and Procedures

The Integrity Commissioner can also be empowered to develop the office's policies and procedures, and that these policies and procedures be reviewed and renewed on a regular basis. This would include the establishments of processes for receiving, reviewing, and investigating complaints. While requests for an investigation can be made by Council as a whole, an individual member of Council, or a member of the public, they are generally received and processed by the Clerks department. Many municipalities have anecdotally reported that this level of support results in significant workload for the clerks department and therefore requires resources beyond the costs outlined in the above chart. These costs are not directly recorded as costs of establishing the Integrity Commissioner office however do have an impact on municipalities. The Integrity Commissioner should work with staff to ensure that processes reflect the current processes already established and are as efficient as possible.

This role may also include the development of a comprehensive Accountability Bylaw which would outline the roles and responsibilities of the various accountability partners, such as the Auditor General, Meetings Investigator, Lobbyist Registrar and Integrity Commissioner, to ensure a collaborative and thorough approach to transparency across City functions. This Bylaw could provide the Integrity Commissioner with the authority to develop the protocols and policies that allows for the implementation of the education and advisory components into their position, as well as providing input into the development of a thorough Code of Conduct. Again staff input would ensure that the processes developed in this Bylaw reflect current practice and can be effectively implemented.

Role as Meetings Investigator and Lobbyist Registrar

In some jurisdictions the Integrity Commissioner is also made responsible for fulfilling the additional roles of Lobbyist Registrar and Meetings Investigator. Similar to the provincial Integrity Commissioner who also acts as Lobbyist Registrar and oversees a number of other pieces of legislation related to ethical behaviour, the Integrity Commissioner would be delegated the duties of these additional integrity officers.

Contraventions of the Code of Conduct

The *Municipal Act, 2001* authorizes a Municipal Council to impose a penalty, where an Integrity Commissioner reports to the Council that, in his or her opinion, the Member has contravened the Code of Conduct. Penalties are limited to a reprimand or a suspension of the remuneration paid to the Member, in respect to his or her services, as a Member of Council, for a period of up to 90 days. Some municipalities have incorporated provisions into their Codes of Conduct for other types of actions, including suspending or cancelling a Member's expense allocation, requiring a Member to issue an apology, return a gift, or refund the value of a gift or benefit received however these cannot be enforced under the Act.

Greater Sudbury's Code of Conduct

Appendix B of Greater Sudbury's Procedural Bylaw 20122-235 outlines a Code of Ethics for Members of Council. While this provides a basic framework for ethical behavior for Council, it lacks the depth and detail that other Municipalities have incorporated into a full Code of Conduct. A thorough Code of Conduct should be designed to be a framework around which an ethical culture is built. It is impossible for a Code of Conduct to cover or take into account the complexities of every given situation; however there are many examples from other municipalities of thorough Codes of Conduct which have benefitted from the input of an Integrity Commissioner in their development. Once a Code of Conduct has been developed, most municipalities have made them publically available via the City's website.

Appointment of the Integrity Commissioner

Across Ontario, various Municipalities have opted to appoint an Integrity Commissioner. Overwhelmingly, this appointment is done on a retainer contract basis with an agreed upon hourly rate for investigations and educational sessions. Appendix A provides a chart of the various Municipalities with Integrity Commissioners along with their method for remuneration where the information was publically available. It is important that the office of the Integrity Commissioner be separate from City administration, however in many cases the office is supported by staff from the Clerk's department. Several municipalities have expressed concerns over the significant workload associated with investigations and the high costs of completing this work that are not captured the remuneration costs for the Integrity Commissioner's direct services.

Remuneration

Remuneration for Integrity Commissioners varies throughout the Province. Some municipalities have opted to create a more permanent office and hire the Integrity Commissioner on a part time basis. Salaries in the two municipalities who have chosen to do this, Toronto and Vaughan, exceeded \$100,000 in 2012. Other municipalities, such as Sault Ste. Marie, have retained the services of an Integrity Commissioner for a singular investigation. In these cases, the Integrity Commissioner is not used for any additional duties on an ongoing basis and no retainer fee exists.

As mentioned above, most municipalities appoint an Integrity Commissioner by annual retainer. The annual retainer varies significantly depending on the size of the municipality and ranges anywhere from approximately \$1000 per

year to \$10,000 per year. The hourly wage also varies; from approximately \$150 per hour to approximately \$400 per hour. In most cases, expenses for travel and incidentals are also covered on a per diem agreement. For budgeting purposes, some municipalities have set a maximum yearly amount that can be spent on the service of the Integrity Commissioner. The annual retainer and hourly wage should be high enough to retain a highly qualified individual but can be based on comparable communities. The table below is a condensed version of Appendix A, specifically highlighting the remuneration strategies and financial costs of comparable municipalities (where information was available) both in population size and others from Northern Ontario.

Municipality	Population	Integrity Commissioner	Term of Office	Cost
City of Barrie	128 430	Suzanne Craig	Held on Retainer	Retainer: \$1000/year Hourly Rate: \$125 + expenses
City of Guelph	114 943	Robert Swayze	Held on Retainer	Retainer: \$5000/year Hourly Rate:\$235
City of Kingston	117 207	Approved by Council Jan. 2014 not yet hired	TO BE Held on retainer	TO BE determined as part of the RFP process
City of Kitchener	204 668	Greg Lavine	Held on Retainer	Retainer: \$2000/year Hourly Rate: \$150
City of Markham	261 573	Donal Cameron (ADR Chambers)	Held on Retainer	Retainer: \$20,000/year Hourly Rate: \$509
Town of Richmond Hill	162 704	David Tsubouchi	Held on Retainer	Retainer: \$25,000/year Hourly Rate: unknown Max \$40K annual budget
City of Sault St. Marie	74 948	Ben Pascuzzi	No ongoing contract	Used for one investigation
City of St. Catharine's	131 989	Suzanne Craig	Held on Contract	No annual retainer Hourly Rate: \$150
City of Waterloo	97 475	Greg Lavine	Held on Retainer	Retainer: \$2000/year Hourly Rate:\$150 +expenses
City of Windsor	216 473	Bruce Elman	Held on Retainer	Retainer: \$12000/year Hourly Rate: \$300/hour

Term of Office and Hiring Process

Municipalities also tend to set a defined term for the Integrity Commissioner's office. This ensures the security of tenure as well as flexibility for the Integrity Commissioner to determine an appropriate working relationship with Council. Several municipalities have chosen to appoint their Integrity Commissioner on a one year term with an optional renewal for a five-year term.

Several municipalities have delegated the hiring of the Integrity Commissioner to the City Clerk and City Solicitor under the guidance of specific hiring criteria, while others have developed hiring committees comprised of 1 or 2 members of City Council along with members of City staff. In some cases, a more formal RFP process was used to acquire the services with evaluations following the more formal purchasing protocols.

Conclusion

Several municipalities across Ontario have an Integrity Commissioner established or are in the processes of reviewing their needs to do so. The Integrity Commissioner as described under the Municipal Act can act as an independent party to enforce a Council Code of Conduct. The Integrity Commissioner model has been implemented in numerous jurisdictions and has been used to settle a wide range of concerns. A complete implementation plan requires Council direction regarding the duties of an integrity commissioner as described above, the formation of a selection process for the services, and the type of remuneration as well as set a budget and term for the office.



Committee of the Whole Report 19-051

19 November 2019

Revisions to P.025.GOV Board Member Conflict of Interest

Key Contact: Michele Giroux, Executive Officer, Corporate Services
613-596-8211 ext. 8607

PURPOSE:

1. To seek approval of revisions to P.025.GOV Board Member Conflict of Interest in accordance with changes to the *Municipal Conflict of Interest Act* (MCIA) following the passage of Bill 68, *Modernizing Ontario's Municipal Legislation Act*.

CONTEXT:

2. There have been changes to the *Municipal Conflict of Interest Act* (MCIA) following the passage of Bill 68, *Modernizing Ontario's Municipal Legislation Act*. The main purpose of the MCIA is to protect the public interest by ensuring that public officials, including school board trustees, do not improperly take advantage of their positions of trust to seek personal gain. Student trustees are subject to the 2007 Ministry of Education Guideline respecting conflict of interest.

Under the MCIA, school board trustees have a duty to disclose their pecuniary interest in any matter at any meeting at which the matter is the subject of consideration. Following the passage of Bill 68, *Modernizing Ontario's Municipal Legislation Act*, additional requirements concerning conflict of interest became effective March 1, 2019.

The changes to the MCIA include:

- Written disclosure of interest: the requirement to file a written statement of the member's interest at the meeting where the matter will be considered, or as soon as possible afterwards.
- Registry: The requirement of school boards to establish, maintain and make available for public inspection the registry of written statements and declarations of interest of members.

KEY CONSIDERATIONS:

3. Summary of Key Changes
The proposed revisions to P.025.GOV (Appendix A) include the following:

- add definitions for Board Member and Meeting of the Board;
- clarify the definitions of direct, indirect and deemed pecuniary interest;
- clarify and align the language in the policy with the language in the MCIA;
- add language to clarify that where a Board member is unclear about a need to disclose an interest under the MCIA, they can consult with the Integrity Commissioner;
- add the required provisions for Board members to provide written disclosure of interest to the Secretary of the Board; and
- add the required provisions for the Secretary of the Board to establish, maintain and make available to the public a registry of each statement filed in accordance with the MCIA and P.025.GOV.

4. Related requirements

In compliance with the changes to the MCIA, staff has established a publically available registry of written disclosures of interest which is accessible from the District website.

5. Relationship of P.025.GOV Board Member Conflict of Interest and the MCIA to P.073.GOV Board Member Code of Conduct

Failure to disclose a pecuniary interest with respect to a matter before the Board places a Board member in breach of both the MCIA and P.073.GOV Board Member Code of Conduct.

Article 4.50 of P.073.GOV provides that:

“Nothing in this Code of Conduct prevents a Board member’s breach of the *Municipal Conflict of Interest Act* from being dealt with in accordance with that Act.”

RESOURCE IMPLICATIONS:

6. Other than the staff time needed to update the policy and establish the public registry, no additional resources are required in order to be compliant with the MCIA.

COMMUNICATION/CONSULTATION ISSUES:

7. No public consultation is planned given the legislative necessity of these policy changes.

STRATEGIC LINKS

8. The review and confirmation of the Board’s policy on Board Member Conflict of Interest is a legal responsibility and connects to the Social Responsibility objective outlined in the current strategic plan.

RECOMMENDATION

THAT the revisions to P.025.GOV Board Member Conflict of Interest, attached as Appendix A to Report 19-051, be approved.

Michele Giroux
Executive Officer, Corporate Services

Camille Williams-Taylor
Director of Education

APPENDICES

Appendix A: Draft P.025.GOV Board Member Conflict of Interest



POLICY P.025.GOV

TITLE: BOARD MEMBER CONFLICT OF INTEREST

Date issued: 15 May 1998
Revised: XX October–November 2019
Authorization: Board: 11 May 1998

1.0 OBJECTIVE

To provide the ***requirements for Board members to disclose an interest in accordance with the Municipal Conflict of Interest Act.*** ~~guidelines for trustees with respect to conflict of interest.~~

2.0 DEFINITION

- 2.1 **Pecuniary interest** means a financial or monetary interest.
- 2.2 **Board Member** means *any individual elected to serve in the office of trustee as per the Municipal Elections Act.*
- 2.3 **Deemed Pecuniary Interest** means *that the member's spouse, child or parent has a direct or indirect interest.*
- 2.4 **Direct Pecuniary Interest** means *one that expressly or unequivocally has an impact on the individual's personal finances, economic prospects or property value.*
- 2.5 **Meeting of the Board** means *any public or in camera meeting of the Board set out in the OCDSB Standing Rules and By-Laws, all statutory and advisory committee meetings, and any other meeting of the Board established under the Education Act.*
- 2.6 **Indirect pecuniary interest** arises
- a) where a Board member:
 - (i) is a shareholder, director or senior officer of a private corporation;
 - (ii) has a controlling interest in or is a director or senior officer of a public corporation; or
 - (iii) is a member of another body, that has a pecuniary interest in a matter which is before the Board; or
 - b) where a Board member's partner or employer has a pecuniary interest in a matter which is before the Board.

3.0 POLICY

- ~~3.1 In Ontario, the conflict of interest provisions for elected board members are set out in the *Municipal Conflict of Interest Act*.~~
- 3.2 A Board member shall not use their office in any way to attempt to influence any decision or recommendation in which the member has a direct, indirect or deemed pecuniary interest.**
- 3.3 Where a Board member has questions regarding their obligations under this policy or the Conflict of Interest Act, they may seek advice from the Integrity Commissioner.**
- 3.4 Where a **Board member** trustee, either on his/her **their** own behalf or while acting for, by, with or through another, has any **direct, indirect or deemed** pecuniary interest, ~~direct or indirect, in any matter and is present at a meeting (including a committee or other meeting) of the Board at which the matter is the subject of consideration, he/she~~ **they shall:**
- a) **publicly declare the interest, state the general nature of the interest, and have the declaration recorded in the minutes;** ~~shall prior to any consideration of the matter at the meeting, disclose his/her interest and the general nature thereof;~~
 - b) **file a written statement of the interest and its general nature with the Secretary of the Board or designate at the meeting or as soon as possible afterwards;**
 - c) **not take part in the discussion of the matter;**
 - d) ~~shall not take part in the discussion of, or vote on any question in respect of the matter; and~~
 - e) ~~shall not attempt in any way whether before, during or after the meeting, to influence the voting on any such question~~ **in respect to the matter; and**
 - f) **when the meeting is in closed session, leave the room for as long as the matter is under consideration, and have the fact that they left the room recorded in the minutes.**
- 3.5 NOTE: A **Board** member is not in conflict by reason of holding an interest "in common" with electors generally, or when the matter is so remote or insignificant in nature that it cannot reasonably be regarded as likely to influence the member.
- ~~3.6 For purposes of determining conflict of interest, the pecuniary interest, direct or indirect, of a parent, spouse or child of the member shall, if known to the member, be deemed to be also the pecuniary interest of the member.~~
- ~~3.7 Where the meeting referred to in 3.1 above is not open to the public, in addition to complying with the requirements of that section, the trustee shall forthwith leave the meeting or the part of the meeting during which the matter is under consideration.~~

3.8 The written, signed and dated statement of interest should contain the following information:

- a) name of the Board member;**
- b) type of meeting;**
- c) date of meeting the matter was considered;**
- d) subject matter/report/agenda item;**
- e) general nature of the conflict (except if was an in camera meeting); and**
- f) date of the meeting at which the conflict of interest was declared.**

3.9 The general nature indicated in (e) above should include stating the kind of pecuniary interest involved (direct, indirect or deemed) and the type of relationship (parent, child or spouse) connected to the Board member, if applicable.

3.10 Where the interest of a **Board member** trustee has not been disclosed, as required by 3.41 above, by reason of his/her ~~their~~ absence from the meeting referred to therein, the **member** trustee shall disclose **their** his/her interest and otherwise comply with subsection 3.41 at the first meeting of the Board attended by him/her **they attend** after the meeting referred to in subsection 3.41.

3.11 Every disclosure of interest and the general nature thereof made in ~~3.1, 3.2 and~~ **under section 3.43** above shall, where the meeting is open to the public, be recorded in the minutes of the meeting by the meeting secretary.

3.12 Every declaration of interest made **under section** ~~3.1, 2.2 and 3.43~~ above, but not the general nature of that interest, shall, where the meeting is not open to the public, be recorded in the minutes of the next meeting that is open to the public.

3.13 Where as a result of members declaring conflict of **disclosing an** interest the remaining members are insufficient for a quorum, the remaining members are deemed to constitute a quorum if there are at least two present.

3.14 The Secretary of the Board shall establish, maintain, and make available for public inspection a registry in which shall be kept:

- a) a copy of each declaration recorded in the minutes under section 3.4 a); and**
- b) a copy of each statement filed under section 3.4 b).**

NOTE: ~~For further information with respect to specific remedies and potential consequences or outcomes, reference should be made to the Municipal Conflict of Interest Act, c.M.50, § 8-13.~~
In the case of an alleged contravention to this policy, an application may be made pursuant to the Municipal Conflict of Interest Act.

4.0 REFERENCE DOCUMENTS

Municipal Conflict of Interest Act, 8, R.S.O. 1990 c. M.50

OCDSB Policy P.141.GOV Integrity Commissioner

OCDSB Procedure PR.625.HR Corporate Code of Conduct for Business Relationships



To: Chair and Members
Committee of the Whole

DATE: 1 October 2019

RE: Notice of Motion re Number of Monitoring Reports on the
Amalgamation of Rideau HS and Gloucester HS

Trustee Blackburn has given notice that she intends to move as follows at the Committee of the Whole meeting of 1 October 2019:

WHEREAS on 7 March 2017, the Board approved the closure of Rideau High School, redirected students to Gloucester High School, and directed staff to prepare a report for February 2018, and every year thereafter for three years, which allows staff and the Board to monitor the achievement and well-being of all the students at the newly amalgamated school and which shall include the following things, among others:

- i. Total enrolment, number of new students disaggregated by pre-amalgamated boundaries, attrition/retention rates disaggregated by pre-amalgamated boundaries, and number of sections by pathway;
- ii. Information about supports in place at the school for special education students, English language learners, and students residing in lower income neighbourhoods;
- iii. Student achievement and well-being data; and
- iv. EQAO results at the school level and disaggregated by pre-amalgamated boundaries.

WHEREAS monitoring reports have been provided to the Board at the 1 May 2018 Committee of the Whole meeting and to Board on 28 May 2019;

WHEREAS the production of monitoring reports required significant involvement and time of Gloucester High School staff and students, the Research, Evaluation, and Analytics Department (READ), Business & Learning Technologies department, and senior staff which redirected their time away from supporting student needs;

WHEREAS the disaggregation of enrolment and achievement data by grade according to pre-amalgamated boundaries for comparison with Education Quality Accountability Office (EQAO) data by school for the past five years would represent a significant workload for staff in the Research, Evaluation, and Analytics Department;

WHEREAS Section 12.14 of the Ottawa-Carleton District School Board By-Laws and Standing Rules allows for a “motion to amend something previously adopted may be made only with due notice in writing, which should set out new information or other reasons in support of the motion”;

THEREFORE BE IT RESOLVED

THAT the following motion approved by the Board on 7 March 2017 be amended to reduce the number of annual monitoring reports from three to two reports:

WHEREAS on 7 March 2017, the Board approved the closure of Rideau High School, redirected students to Gloucester High School, and directed staff to prepare a report for February 2018, and every year thereafter for two years, which allows staff and the Board to monitor the achievement and well-being of all the students at the newly amalgamated school and which shall include the following things, among others:

- i. Total enrolment, number of new students disaggregated by pre-amalgamated boundaries, attrition/retention rates disaggregated by pre-amalgamated boundaries, and number of sections by pathway;**
- ii. Information about supports in place at the school for special education students, English language learners, and students residing in lower income neighbourhoods;**
- iii. Student achievement and well-being data; and**
- iv. EQAO results at the school level and disaggregated by pre-amalgamated boundaries.**

Camille Williams-Taylor
Director of Education and
Secretary of the Board

Michèle Giroux
Executive Officer
Corporate Services

Signatures on this Notice of Motion confirm that the Notice was submitted in accordance with Section 12.9 of the Board's By-laws and Standing Rules.



MEMORANDUM

Memo No. 19-125

TO: Trustees
Student Trustees

FROM: Camille Williams-Taylor, Director of Education and Secretary of the Board
Michèle Giroux, Executive Officer, Corporate Services
Mary Jane Farrish, Superintendent of Instruction

DATE: 8 November 2019

RE: **Additional Information Regarding Transition Monitoring of the Gloucester-Rideau Amalgamation**

Attached please find a copy of the most recent Transition Monitoring Report (TMR) on the Gloucester Rideau amalgamation of schools. This report is being provided to you in advance of the upcoming November 19, 2019 COW deliberation about the ongoing production of the report.

The development of the report was the result of a Board motion adopted on 7 March 2017. The purpose of the motion was to ensure ongoing monitoring of the transition process on student achievement and to inform future amalgamation decisions.

The motion required the production of a report for February 2018 and every year thereafter for three years. To date, reports have been presented to Committee of the Whole on 1 May 2018 and 28 May 2019. The third report will be presented in May 2020, unless otherwise directed.

The production of the report requires approximately 105 - 140 hours of READ staff time to generate, as well as support from staff in both Business & Learning Technologies and the Planning Department. Key tasks include the identification, retrieval and verification of student achievement and enrolment data, and the disaggregation of data based on former school boundaries. Once these data files have been prepared, analysis of the data helps to determine if there are differences in trends between students who reside in the former Gloucester school boundary versus those who reside in the former Rideau school boundary.

After two years of reporting, the data suggests that since amalgamation of the two schools, enrolment is relatively stable and attrition rates have declined, credit accumulation is consistent with the district average and success rates on the OSSLT were similar to those observed prior to amalgamation. In addition, parent ratings of school inclusivity, how welcome they feel at Gloucester, how well the school supports positive behavior and learning, and school safety have all increased compared to

OurSCHOOL School Climate Survey parent results for Gloucester HS prior to the amalgamation.

In addition to the quantitative data, the motion requires the collection of qualitative data. This is collected by school staff and shared with READ for inclusion in the report. From the outset, the school has raised concern that the collection of school level data is counter-productive to the school's efforts to build a unified community. In addition, the data collection process becomes more challenging each year as the student population has less affiliation with the former Rideau HS. Students who would have previously attended the former Rideau HS would be in their fourth year of high school, many of whom will be graduating this year. In October 2018, there were 152 former Rideau students enrolled at Gloucester, representing 15% of the total school population; nearly two-thirds of these students were in grade 12 in 2018-2019.

One consideration in making a decision about the continuation of this report is how the information in the report will help to inform future accommodation review decisions related to school closures.

Staff will be available at the meeting to answer any questions.

Attach.

Cc Senior Staff
Manager of Board Services
Corporate Records



BOARD OF TRUSTEES (PUBLIC)
Report No. 19-065

28 May 2019

Eastern Area Accommodation Review: Monitoring Impact on Student Achievement and Well-being

Key Contact: Michèle Giroux, Executive Officer, Corporate Services
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596-8211 ext. 8821

PURPOSE:

1. To monitor the impact on student achievement and well-being resulting from the closure of Rideau High School and redirection of students to Gloucester High School, effective September 2017.

CONTEXT:

2. In March 2017, after a comprehensive accommodation review, the Board approved the closure of Rideau High School and redirected the students to Gloucester High School. The Board allocated additional staff resources to Gloucester High School for a two-year period to support the transition. In addition, the Board directed staff to monitor the achievement and well-being of students and to bring forward an annual update on student transitions resulting from this decision for three years. This is the second year of reporting.

KEY CONSIDERATIONS:

3. Background on the Accommodation Review
 Between September 2016 and January 2017, the OCDSB undertook the Eastern Secondary Area Pupil Accommodation Review which included extensive community consultation in an effort to support:
 - more equitable access to program offerings;
 - greater consistency in school size;
 - enriched program offering wherever possible;

- enhanced capacity to deliver special education programs using the geographic model;
- alignment of schools to support the Secondary School Program Framework; and
- optimization of available resources.

At the end of the accommodation review, the Board adopted the following motion:

“Staff will prepare a report for February 2018, and every year thereafter for three years, to keep the community informed. Details will include such items as: total enrolment, number of new students, attrition rates, the number of sections by pathway and will provide information about supports in place at the school for special education students, English Language learners and students living in low-income neighbourhoods.

Staff and Board will continue to monitor the achievement and well-being of all students at the newly amalgamated school. In addition, the total enrolment number of new students would be disaggregated by pre-amalgamated boundaries and number of sections by pathway and EQAO results at the school level and disaggregated by pre-amalgamated boundaries.”

3. Historical Context

Prior to preparing the first report following the school consolidation, staff undertook a review of the data for the three years prior (i.e., 2014-2015, 2015-2016, and 2016-2017). This ensured an understanding of the trends over time at Rideau HS and Gloucester HS. This information is presented for each school independently and then the combined total. For the first year post-amalgamation (2017-2018), and going forward, the data is presented for the amalgamated school (Gloucester HS) and is disaggregated (where applicable and feasible) according to the pre-amalgamated boundaries (i.e., previous Rideau HS boundary, previous Gloucester HS boundary).

4. Data Limitations

The data used in this report is based on administrative records accessible through multiple central sources. Every effort is made to ensure that the data sets are accurate, reliable and appropriate for the analysis. Like all data sets, there are some limitations in terms of the data available or how it can be used. Some of these limitations include the following:

- Certain data sets are based on a single snapshot in time (e.g., Enrolment data is generally based on October 31st or June 30th) though actual enrolment may vary over the course of the year;
- For data relating to transitions (i.e., demissions, transfers, etc.), it is our practice to use a time period during which the majority of student transitions occur (student transitions that occur outside this timeframe are not captured in this report);

- To ensure reliability, wherever possible, we use data that is validated data as part of the OnSIS reporting process;
- Some data is subject to externally imposed collection periods and may not be available at the time of this report. For example, student achievement analyses are based on EQAO data which is only available the following Fall after the academic year of testing. Therefore, EQAO results are reported for the previous academic year. Well-being analyses are based on OurSchool school climate surveys which are only available on a 2 year cycle. The most recent data available is reported.
- The disaggregation of data by boundary reflects the home address of students as of October 31 in relation to the English program boundary of each school. Students residing in the former Rideau HS boundary and who were enrolled in French immersion had the option of attending Gloucester HS for that program. At the secondary level, determining whether or not a student is in a French immersion program is complex. For example, relying on snapshot data such as October 31 would underestimate the number of French immersion students if students are not enrolled in a course first semester where the language of instruction is French. Further, the historical data sets that have been merged to disaggregate data according to pre-amalgamated boundary do not contain the detail necessary to disaggregate enrolment by boundary and by program; and
- Tracking cohorts of students across years as they transition from grade to grade introduces challenges in that the natural grade progression is not reflected in the data. This is particularly true for students who are newly arrived to Canada whose first language is something other than English. These students may be identified in the student information system as a grade 9 student one school year, but appear to “skip” multiple grades the next. Further, the proportion of students transitioning to grade 12 from one year to the next typically exceeds 100% due to the number of students who return for a fifth year of high school (i.e., from grade 12 one year to grade 12 the next).

5. Reflections on the Second Year of Operation (2018-2019)

The staff at Gloucester HS has continued to foster a positive school climate and support a smooth transition in the second year of operation. The school has continued to receive additional supports and allocation for both Student Success and Program Enhancement to support student achievement (e.g., credit accumulation) and well-being (e.g., vice-principal, Learning Support Teacher, Student Success Teacher, ESL tracking).

While the majority of the renovations have been completed, Gloucester HS experienced a number of delays in the completion of construction and further construction is still planned (e.g., food labs need updating, need to include accessible kitchen for students in wheelchairs, newly renovated greenhouse, building of picnic tables, building of an outdoor garden, completion of second

auto shop, music room and drama studio need some updating to be comparable to Rideau).

The staff at Gloucester HS has continued to gather qualitative data on student wellness, and has provided some commentary and reflections on the transition from the perspectives of students, staff, parents, and the principal from 2017 to present, including:

- samples of how student voice is collected on an ongoing basis;
- quotes from students;
- a quote from parent council;
- positive outcomes as a result of the amalgamation;
- challenges faced as a newly amalgamated school;
- what is being done to address the challenges;
- additional resources and opportunities that have resulted from the amalgamation;
- a list of school clubs and sports available to students;
- next steps for the school to work toward; and
- a note from the Principal.

These are detailed in Appendix A.

Additionally, the students at Gloucester HS have prepared a brief video to capture student voice to be presented to the Board of Trustees this evening.

6. Enrolment

Enrolment data is based on the official October 31 enrolment reports produced by the Planning Department. In the following table, data is presented for the current year and the previous three years in order to address the following question related to the Board motion:

How has enrolment been impacted following the transition in terms of: overall number of students, the rate of growth/decline, and distribution by pre-amalgamated boundaries?

Number of students. Going into the accommodation review, both sites had been experiencing a decline in enrolment (Table 1). Looking at enrolment between last year and this year, the total number of enrolled students at Gloucester is 5 fewer students, while the enrolment difference in 2017 was 27 fewer than total enrolment at Gloucester and Rideau in October 2016. This is in contrast to a decrease of 31 and 61 students per year in each of the two previous years.

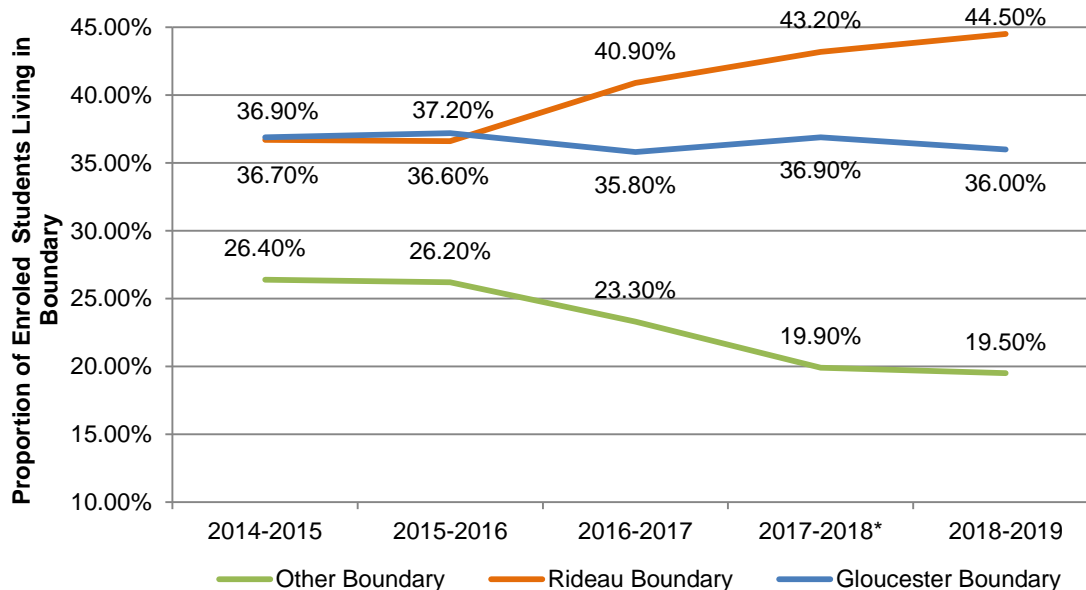
The rate of decline for Gloucester has slowed relative to the combined total for previous years, reaching -2.1% in October 2017 and -0.05% in October 2018 (for more detailed information regarding rate of growth/decline, see Appendix B).

Table 1: Total Enrolment by School as of October 31

	2014	2015	2016	2017	2018
Gloucester	690	665	642		
Rideau	455	419	411		
Combined/ Gloucester (post ARC)	1,145	1,084	1,053	1,031	1,026
<i>District (S)</i>	<i>24,050</i>	<i>23,932</i>	<i>24,066</i>	<i>24,452</i>	<i>25,184</i>

Disaggregation of total enrolment by pre-amalgamated English program boundaries.

Figure 1 shows the proportion of enrolled students according to: (i) the boundary in which their home address was located on October 31¹; and (ii) the school in which they were enrolled (for historical enrolment prior to amalgamation). The “Other Boundary” includes any student with a home address outside of either the Rideau HS or Gloucester HS geographic boundaries². Over time, both the number and proportion of students living in the Rideau boundary has been increasing, while the number and proportion of students living outside the Rideau or Gloucester boundaries (Other boundary) has been decreasing. The number and proportion of students enrolled at and who live in the Gloucester Boundary has fluctuated over the previous 5 years. For more detailed information, include raw enrolment numbers by boundary, see Appendix B.

Figure 1: Total Enrolment Disaggregated by the Proportion of Students Living in Each Boundary as of October 31

¹ The disaggregation of students by boundary is based solely on the physical bodies living within those boundaries. It does not account for students approved on cross boundary transfers.

² It should be noted that students living in the Other Boundary may include: (1) students on cross-boundary transfers; or (2) students attending specialized programs (e.g., English Language Learner (ELLs), International Students, French Immersion (FI) program, Learning Disability (LD) program, Developmental Disabilities Program (DDP), Specialist High Skills Major (SHSM) program, etc.)

7. New Students

Data in this section reflects the number of new admissions to the school between the end of June one school year and October 31 the next school year³, and addresses the following question:

What has been the impact on the number of new students to enrol at Gloucester HS following the amalgamation of Gloucester and Rideau high schools?

Number of new students and proportion of overall enrolment. Between October 2014 and October 2018, there were no observable trends in the number of new students enrolling at either Gloucester HS or Rideau HS (Table 2). Historically, new students accounted for 30-32% of overall enrolment at Gloucester, and for 27-32% of overall enrolment at Rideau.

Following the amalgamation, new admissions ($N = 573$ students) accounted for 56% of total enrolment at Gloucester. However, 263 of these students were transfers from Rideau HS, yielding a total of 310 students admitted to Gloucester in October 2017 who had not previously been enrolled at either school. In 2018, the number of new students rose slightly to 347 students. New students accounts for 30% of total enrolment in 2017, and nearly 34% of total enrolment in 2018.

In 2017, approximately two-thirds of the new students were comprised of the grade 9 cohort, and just under one-quarter are students arriving from other countries or provinces. In 2018, 58% of new students were comprised of the grade 9 cohort, and almost 36% were students arriving from another country or province.

Table 2: Number and Proportion of New Students Enrolled as of October 31

	2014	2015	2016	2017	2018
Gloucester	220 (31.9%)	198 (29.8%)	201 (31.3%)		
Rideau	136 (29.9%)	112 (26.7%)	130 (31.6%)		
Combined/ Gloucester (post ARC)	356 (31.1%)	310 (28.6%)	331 (31.4%)	310 (30.1%)	347 (33.8%)

Disaggregation of new students by pre-amalgamated English program boundaries. Similar to the trends observed with the total enrolment, Figure 2 shows:

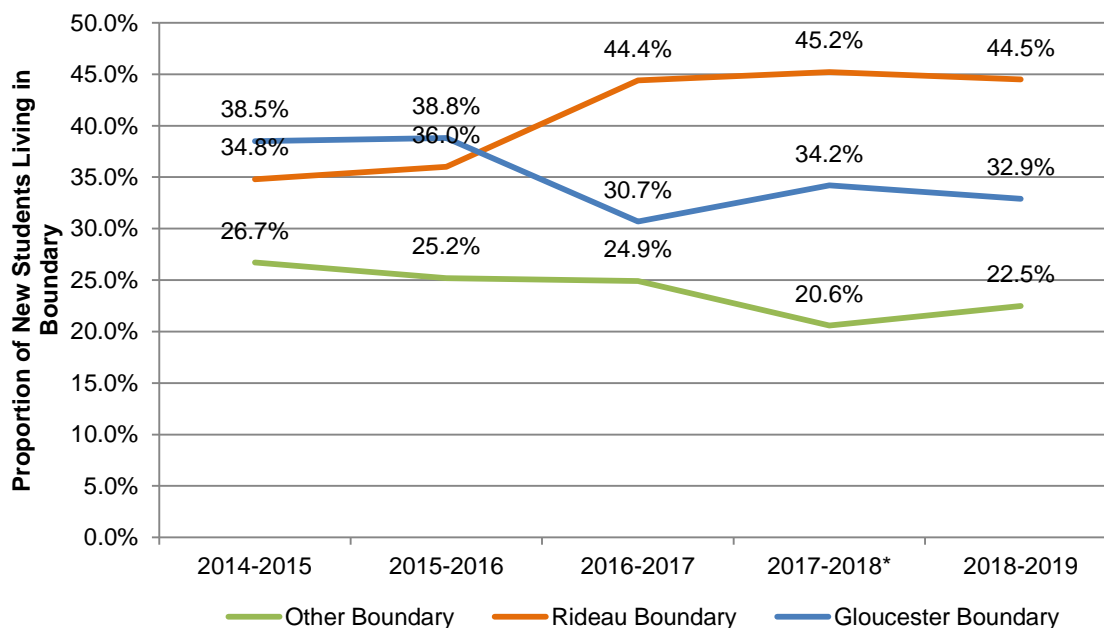
- the proportion of new students living in the Gloucester boundary has somewhat declined over the time period, with some fluctuation in the past few years;

³ Section K of the October 31 OnSIS submission to the Ministry: Total number of admissions to the school less the number of: (i) returning students (i.e., those who were recorded as either a transfer or retirement in June, but who returned to the same school in the fall and was actively enrolled on October 31), (ii) re-entrants (students re-entering after a period of non-attendance).

- the proportion of new students living in the Rideau boundary has been steadily increasing historically, though down slightly in 2018; and
- the proportion of new students living in the Other boundary has been steadily declining historically, though up slightly in 2018.

For more detailed information, include raw enrolment numbers by boundary, see Appendix B.

Figure 2: New Students Enrolled Disaggregated by the Proportion of Students Living in Each Boundary as of October 31



8. Attrition and Student Transfer Requests

Data in this section presents a cross-sectional analysis of student withdrawals and transfer requests over time, as well as a longitudinal tracking approach that specifically looks at students enrolled at either Gloucester HS or Rideau HS in 2016-2017. Both approaches measured attrition by the number of students leaving the school between the end of June one school year and October 31 the following school year in order to address the following question:

What has been the impact on student withdrawals following the amalgamation of Gloucester and Rideau high schools?

Number and proportion of student withdrawals over time. Student withdrawals, and rates of withdrawal, were historically higher for the former Rideau HS population compared to Gloucester HS (Table 3). While the rate of withdrawals for Gloucester HS in 2017 was comparable to the historical combined total for 2016, withdrawals were significantly lower in 2018 (30% less withdrawals than in 2017). A total of 57 students withdrew between June and October 2018, representing 5.6% of the October 31 enrolment (down from almost 8% in 2017).

Table 3⁴: Number and Proportion of Students Not Returning to School as of October 31

	2014	2015	2016	2017	2018
Gloucester	30 (4.3%)	29 (4.4%)	37 (5.8%)		
Rideau	65 (14.3%)	51 (12.2%)	51 (12.4%)		
Combined/ Gloucester (post ARC)	95 (8.3%)	80 (7.4%)	88 (8.4%)	81 (7.9%)	57 (5.6%)

Student destinations. An analysis of “exit codes” for students who withdrew from each school shows that the vast majority enrol in another publicly-funded secondary school in Ontario, many within the OCDSB (for more detailed information on the destinations of these students, please see Appendix B). Further, fewer students were lost to other boards or destinations in the year of the transition than in any year prior (74% of these students remained at an OCDSB school). This increased retention of students in OCDSB schools decreased for 2018 (nearly 40% of students leaving Gloucester HS went to another OCDSB secondary school), with proportions resembling pre-amalgamated trends.

Historically, cross-boundary transfer requests out of both Rideau and Gloucester were on the decline. Since the amalgamation, requests to transfer out of Gloucester HS have been lower than the historical combined total for both schools (for more detailed information on cross-boundary transfer requests, see Appendix B).

⁴ Section K of the October 31 OnSIS submission to the Ministry: Total number of students leaving the school between June and October (i.e., those who were recorded as a transfer or a retirement from the school).

Cohort tracking. Table 4 indicates the number of students in each grade at Rideau HS at the end of June 2017 who have continued to be enrolled at Gloucester HS on October 31 each year.

Table 4: Cohort Tracking of Rideau HS Students Who Transitioned to Gloucester HS (Tracking of 2016-2017 Rideau HS Cohort by Grade)⁵

Grade	Rideau Jun 2017 ⁶	Rideau Cohort at Gloucester Oct 2017	Rideau Cohort at Gloucester Oct 2018
9	86		
10	85	68	
11	97	76	61
12	131	118	91
Total	399	262	152

The diagram illustrates the cohort tracking of students from Rideau HS to Gloucester HS. It starts with Rideau [N=399] in June 2017, branching into Grade 9 (n=86), Grade 10 (n=85), Grade 11 (n=97), and Grade 12 (n=131). Each grade further branches into specific grade counts for October 2017 and October 2018, including non-returning students and those who received diplomas.

Of the 399 students enrolled at Rideau HS at end of June 2017:

- 77 students graduated;
- 262 students transferred to Gloucester;
- 60 students were not enrolled at Gloucester HS, however, the majority of these indicated transferred to another educational institution.

Of the 262 remaining Rideau students enrolled at Gloucester HS at the end of June 2018:

- 86 former Rideau students graduated from Gloucester HS;
- 24 students were not enrolled at Gloucester HS; however, the majority of these indicated moved or transferred to another educational institution.
- 152 former Rideau students remained at Gloucester HS for the 2018-2019 academic year

⁵ Note that many ELL students started at Rideau and were on record as Grade 9 students, but were later registered as grade 11 or 12 when they transitioned to Gloucester.

⁶ As of June 2017.

While the majority of students typically advance from one grade to the next, there are some exceptions to this, which makes exploration of retention rates year-over-year challenging. These exceptions are reflected in the graphics in Table 4. Of the 86 students at Rideau HS in grade 9 at the end of June 2017, 74 (86%) were enrolled at Gloucester HS at the end of October 2017. Retention was similar for the grade 10 cohort of students at 86%, and lower for grade 11 at 80%. Twenty-eight percent of grade 12 students returned for a fifth year.

In October 2018, 63 (93%) of the grade 10 cohort, and 55 (72%) of the grade 11 cohort were retained. Thus, retention of the grade 10 cohort increased (from 86% in 2017 to 93% in 2018) while retention for the grade 11 cohort decreased (from 86% to 72%). Retention for grade 12 students was not significantly different (28% in 2017 vs. 29% in 2018).

9. Number of Courses Running (Sections) by Pathway⁷

Information presented in Table 5 reflects the total number of unique courses running at each site, and across both school sites as if the two student populations were already merged (i.e., “Combined” column).

The increase in enrolment that resulted from the amalgamation of Gloucester and Rideau high schools provided an opportunity to provide a larger choice of programs/courses to students, which was evidenced by a total of 204 unique courses running in 2017-2018 – slightly greater than the number of courses offered in the previous three years. In fact, the number of unique courses even increased slightly to 206 in 2018-2019, providing even more programs/courses available to students at Gloucester than the combined totals for the three years prior to amalgamation.

Following the amalgamation, students residing in the former Rideau boundary have had greater access to Applied courses, Academic courses, University courses, and Classical Studies/International Languages courses compared to previous years, where students residing in the former Gloucester boundary have had considerably greater access to Locally Developed Essentials, Workplace courses and ESL/ELD courses. Students residing in both boundaries have mutually benefitted from an overall increase in Open, College, College/University courses (e.g., dance and psychology).

⁷ Extracts from Trillium for the past couple of years for these two sites were obtained from Business & Learning Technologies. The information reflects unique courses in which students were enrolled over the course of the year at each site that were identified as either “Day School” or “ELearning” course types; courses identified as “Credit Recovery” or “Day-Out-of-School Coop” are not included, nor are courses that are non-credit bearing.

Table 5: Number of Unique Courses in Which Students were Enrolled by School

Course Type	2014-2015			2015-2016			2016-2017			2017-2018	2018-2019
	Gloucester	Rideau	Combined	Gloucester	Rideau	Combined	Gloucester	Rideau	Combined	Gloucester (post ARC)	Gloucester (post ARC)
Locally Developed Essentials Gr. 9/10	2	5	5	2	7	7	2	7	7	6	5
Applied Gr. 9/10	10	9	10	9	9	9	10	9	10	11	10
Academic Gr. 9/10	12	10	12	12	10	12	12	10	12	12	12
Open Gr. 9/10/11/12	52	42	67	52	39	66	57	36	67	63	66
College/ University Gr. 11/12	27	20	35	27	23	35	28	22	35	37	41
Workplace Gr. 11/12	6	8	12	5	11	12	5	8	10	11	10
College Gr. 11/12	15	11	17	14	12	16	17	13	19	20	21
University Gr. 11/12	27	22	31	30	19	31	28	19	30	30	29
ESL/ELD	5	10	10	5	10	10	5	10	10	11	10
Classical Studies/ International Languages	3	0	3	2	0	2	2	1	2	3	2
TOTAL COURSES	159	137	202	158	140	200	166	135	202	204	206

10. Student Achievement

The most recent achievement results are from the 2017-2018 academic year. Provincial assessment results (OSSLT), and grade 10 credit accumulation have been used to monitor changes in student achievement over time. In order to provide additional context, District level results are also provided (where applicable), and results have been disaggregated (where appropriate and feasible). It should be noted that while the board motion indicated that EQAO results should be disaggregated by pre-amalgamated boundary, only the students participating in the 2017-2018 Grade 10 OSSLT assessment would have been impacted by the transition. Thus, EQAO results for the Grade 9 students are not presented in this report.

Provincial Assessment Results (EQAO).

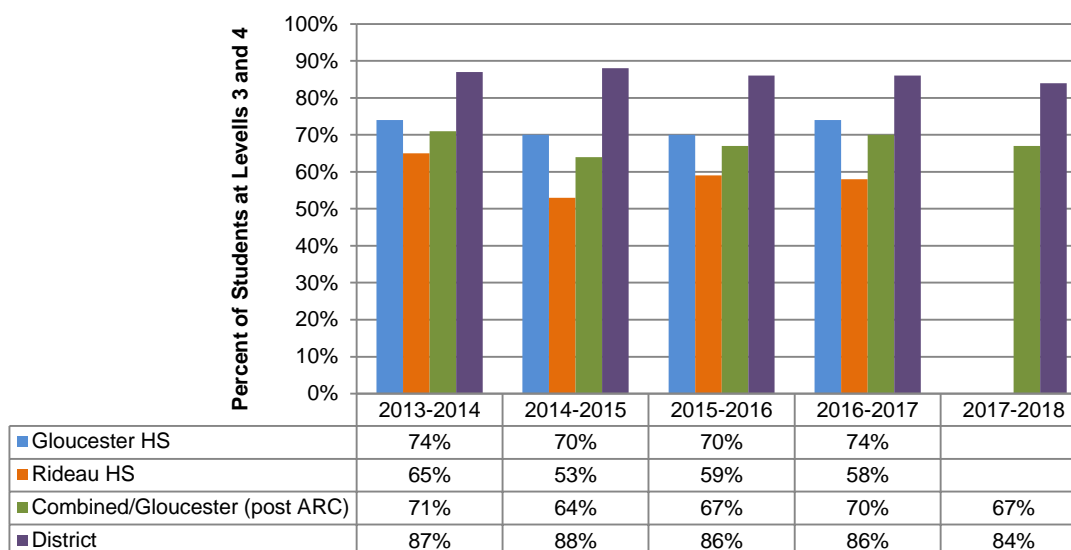
Success rates are presented for the Grade 10 Ontario Secondary School Literacy Test (OSSLT) assessments (Figure 3). Historical results are presented for Gloucester HS and Rideau HS independently, and combined outcomes for the two schools have been weighted by student participation at the respective schools.

The year-over-year fluctuations in the provincial assessment results indicate:

- success rates for First-Time Eligible (FTE) students on the OSSLT have historically been higher for Gloucester HS than for Rideau HS;
- the rate of success for Gloucester HS (post ARC) slightly decreased (by 3%) the year of the transition compared to the combined total for the previous year
- OSSLT results have been slowly declining over the past few years for the District

Disaggregating the 2017-2018 OSSLT results by pre-amalgamated cohort (those enrolled at either Gloucester HS or Rideau HS in 2016-2017), 72% of former Gloucester HS students were successful on the OSSLT (on par with average success rate over previous 4 years), compared to 50% of former Rideau HS students (lower than average success rate over previous 4 years).

Figure 3: EQAO Results – Success Rates for Grade 10 OSSLT (FTE, Fully Participating)



Credit Accumulation. Research shows that the successful completion of 16 credits by the end of grade 10 keeps students on track to graduate with their peers. Therefore, credit accumulation serves as an important provincial indicator in targeting students who may be at risk for dropping out of high school prior to earning a diploma. Both the number and proportion of grade 10 students who successfully completed 16 credits by the end of grade 10 is captured in the data (Table 6)⁸. Combined results for the two schools and District level results are presented for the purposes of comparison.

While credit accumulation for Gloucester HS was 14% lower the year of the amalgamation (2017-2018) than the previous year (56% vs. 70%), this was only 2% lower than the proportion of students achieving 16+ credits when compared to the *combined* total for both Rideau and Gloucester schools the previous year.

⁸ The data presented in Table 11 does not reflect that students in specialized programs are now identified at a grade appropriate level, where they were identified as Grade 8 students previously. These changes should be reflected in data that will be available for next year's report.

Table 6: Credit Accumulation (16+ Credits) for Grade 10 Students as of June 30

2015			2016			2017			2018		
Enrolment	Number achieving credit (%)	Diff (%)	Enrolment	Number achieving credit (%)	Diff (%)	Enrolment	Number achieving credit (%)	Diff (%)	Enrolment	Number achieving credit (%)	Diff (%)
Gloucester											
137	89 65%	▲2%	150	105 70%	▲5%	150	105 70%	0%			
Rideau											
100	40 40%	0%	108	52 48%	▲8%	84	31 37%	▼11%			
Combined									Gloucester (post ARC)		
237	129 54%	---	258	157 61%	▲7%	234	136 58%	▼3%	234	131 56%	▼2%
District											
5102	4056 79%	▲5%	5221	4109 79%	0%	5430	4014 74%	▼5%	5344	4275 80%	▲6%

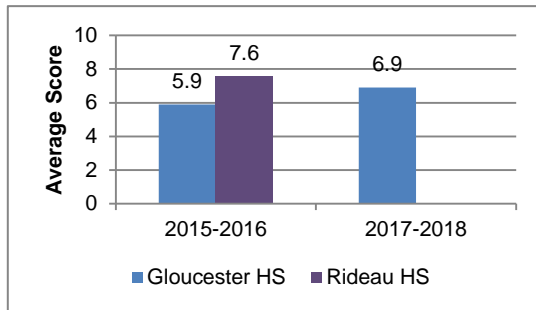
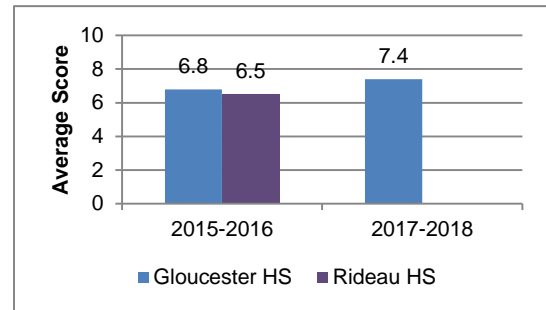
11. Student Well-Being

Results from the bi-annual school climate surveys (OurSCHOOL School Climate Survey) conducted with students and parents have been used to monitor changes in student well-being over time. The most recent school climate data is presented from the parent survey in 2017-2018. The results from this year's student survey will not be available until next year's report; however, historical data is presented in Appendix C for reference. Data leading up to the amalgamation is presented separately for Gloucester HS and Rideau HS; post-amalgamation results are reported for Gloucester HS as a whole⁹. In order to provide additional context, District level results are also provided (where applicable).

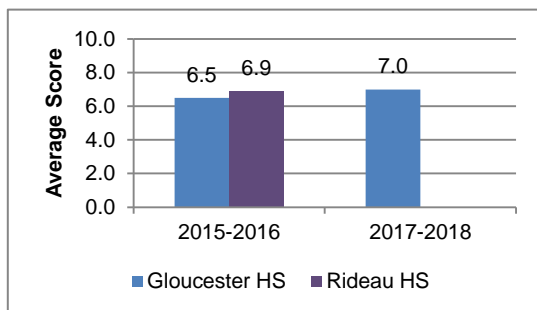
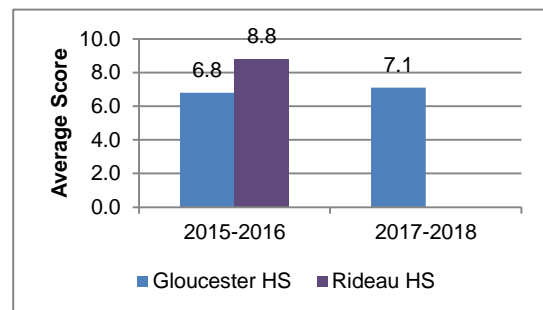
Socio-emotional well-being: The most recent Our SCHOOL School Climate Survey asked parents about inclusion at the school and how welcome they feel. Parent ratings¹⁰ of school inclusivity at Gloucester HS were higher in 2017-2018 than prior to the amalgamation (in 2015-2016) and higher than the OCDSB average (6.4/10) (Figure 4). Parent ratings of how welcome they feel at Gloucester HS also increased and were higher than the District average (7.3/10) (Figure 5).

⁹ OurSchool data cannot be disaggregated by boundary as results are anonymous.

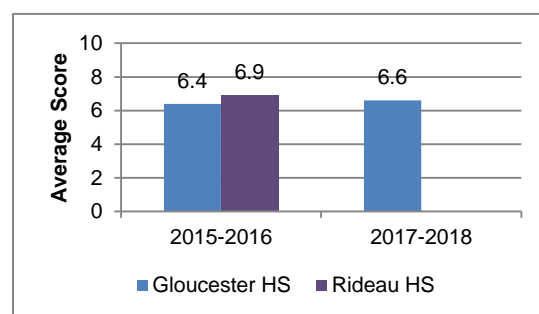
¹⁰ Based on N = 65 parent respondents to the 2017-2018 OurSCHOOL Parent Survey

Figure 4: Parent Rating of School Inclusivity**Figure 5: Parents Feel Welcome**

Cognitive well-being: In 2017-2018, parents at Gloucester HS agreed that the school supports positive behaviour (i.e., 7 out of 10, equal to the District average), which represented an increase from the 2015-2016 results at both Gloucester and Rideau (Figure 6). Parents at Gloucester HS also felt that the school does a good job of supporting learning (7.1 out of 10, compared to District average of 6.9) (Figure 7).

Figure 6: Parent Rating of How Well the School Supports Positive Behaviour**Figure 7: Parent Rating of How Well the School Supports Learning**

Physical well-being: Parent ratings of school safety were moderate to high for Gloucester HS in 2017-2018 (6.6 out of 10), though this was considerably lower than the District average (7.4 out of 10) (Figure 8).

Figure 8: Parent Rating of School Safety

SUMMARY OBSERVATIONS:

12. Staff, students, and parents of the former Gloucester and Rideau High School sites have continued to work hard to create a vibrant school community and address the challenges that were experienced in the first year of the transition.

In terms of the key observations from the data:

- After several years of decline at both sites, enrolment seems to have stabilized at Gloucester
- The number of students living in the former Rideau HS boundary attending Gloucester HS continues to grow
- New students continue to account for approximately 1/3 of the school population, with the largest proportion of new students coming from the former Rideau HS boundary
- Student attrition has decreased over the past few years (particularly in 2018), with more students enrolled in other OCDSB schools the past two years than any year prior to the amalgamation
- Rates of cross-boundary transfers continue to decline
- The number of unique courses has increased slightly this year and continues to remain greater than the number of options available prior to amalgamation
- Student achievement on the Grade 10 OSSLT was slightly lower than the previous year (combined total), which resembled the trend at the District level.
- In line with the historical data, a larger proportion (72%) of former Gloucester HS students were successful on the OSSLT compared to students who previously attended Rideau HS (50%)
- Grade 10 credit accumulation was slightly lower (reduction of 2%) in 2018 than the previous year (compared to combined total from previous year)
- Parent ratings of (a) school inclusivity, (2) how welcome they feel at Gloucester, (c) how well the school supports positive behavior and learning, and (d) parent ratings of school safety all increased compared to OurSCHOOL School Climate Survey parent results for Gloucester HS prior to the amalgamation

RESOURCE IMPLICATIONS:

13. A cross-departmental approach (i.e., Research, Evaluation & Analytics Division, Planning, and Business & Learning Technologies) has been taken to compile the data/information related to student enrolment, program pathways, and achievement and well-being outcomes. The disaggregation of enrolment and achievement data according to pre-amalgamated boundaries adds a layer of complexity to the analysis, but has been achieved using the existing staffing complement. This work will continue to form a significant part of the major project plans for the Research, Evaluation & Analytics Division. Qualitative information for this report has been compiled by the school and also represents a significant

workload on the part of staff, redirecting their time away from supporting student needs.

14. In support of the amalgamation of Rideau HS into Gloucester HS, the Board allocated additional staff over and above what would typically be assigned to a school of this size and make-up, which extended into the 2018-2019 school year and includes:
 - an additional 0.5 vice-principal;
 - additional 1.0 Learning Support Teacher ;
 - additional 1.0 Student Success Teacher; and
 - a doubling of ESL tracking from .33 to .66 FTE.

For the 2019-2020 school year, the allocation of staff to Gloucester HS will be done based on the normal staffing considerations. Through this allocation process, variables such as overall student population, RAISE index, students with special education needs, and other site-specific considerations are taken into account when allocating staff such as vice-principal, LST and SST.

15. In addition to the Board allocated funding, Gloucester HS has been receiving Urban Priority Funding for the past two years. This additional funding was initially allocated to Rideau HS prior to the amalgamation and was transferred to Gloucester HS post-amalgamation to support the success and well-being of youth. This funding will continue for the 2019-2020 academic year.
16. Curriculum Services and Learning Support Services working in partnership with administration and staff at the school(s) have supported students affected by the transition in a variety of ways. Some examples include:
 - allocating additional Outdoor Education funding in the amount of \$9,900 for 2018-2019;
 - creating opportunities for school staff to meet with central educators and professional support staff (social workers, psychologists, speech language pathologists) to improve tracking, monitoring, identifying, and responding to both academic and non-academic supports required by students. For example, extra time or alternate assessment formats (i.e., oral vs. written) for assessments (ELLs); finding suitable housing and arranging for transportation and providing nutritional snacks for students (students residing in lower income neighbourhoods; students attending activities/events in the Lodge), and providing increased support for students with behavioural and/or mental health needs through assessments, counselling, conflict resolution, and family support.
 - Gloucester HS has, for the past two years, received an additional allocation (at the top end and/or significantly more than any other school) of sections for both Student Success and Program Enhancement to support the student achievement and well-being through the transition merging the two schools.

17. A significant capital project was undertaken at Gloucester to address the learning needs of the new larger learning community. These expenditures, totaling approximately \$4.7 million, improved many areas of the school including: the renewal of seven science labs and teacher preparation areas; the creation of a new chemical storage room; the creation of a new Learning Commons in the former library space; and the creation of the Lodge and adjacent smudging area. Major renovations to the main office and foyer have provided a more welcoming entrance to the building, and gathering areas have been created in the main foyer with benches and charge stations for student collaboration. In the past year, additional work has involved renovations to the main floor boys' and girls' washrooms, various classroom upgrades to accommodate program requirements, new ceilings and LED lighting in the main foyer and all lower hallways, and an upgrade to the fire alarm and public address systems. Renovations to the school are virtually complete at this time.

COMMUNICATION/CONSULTATION:

18. Community engagement in the consultation process associated with the Eastern Area Accommodation Review was high. It will be important to keep that community informed during the implementation and monitoring phase of the review, as these annual updates are brought forward to Committee of the Whole for discussion and made available through the Accommodation Review area of the District's website.

STRATEGIC LINKS:

19. The Ottawa-Carleton District School Board is committed to providing optimal learning opportunities for students in a way that ensures equity of access within sustainable resources. The work being undertaken through the monitoring of student achievement and well-being as a result of the closure of Rideau HS and redirection of students to Gloucester is important to the District's understanding of how this decision is contributing to these outcomes for students.

GUIDING QUESTIONS:

20. The following questions are provided to support the discussion of this item by the Committee:
- How will this information be used to inform Board decisions?
 - How will this work benefit students?
 - Have the resources and supports supported the transition for students and staff?

Michèle Giroux
Executive Officer, Corporate Services

Camille Williams-Taylor
Director of Education and
Secretary of the Board

Perspectives from the School Community on the Transition 2017-2019

Samples of How Student Voice is Gathered:

- Students as members of GHS Well-Being Committee
- Student art work displayed throughout the school and murals on classroom doors
- Circles with students and FNMI Community leaders regarding needs, goals, issues, next steps, planning etc.
- Circles with ELD students and Administration
- Administration periodically attends Black Youth Diversity Club meetings for feedback on student voice, opportunities for enrichment, etc.
- Student Suggestion Box for ongoing feedback in Guidance Department
- Invitations to meetings with Principal regarding any issues, concerns or questions (e.g., construction, completion of classrooms, initiatives, concerns, opportunities, etc.)
- Consultations with students regarding learning, school culture, events etc.
- DILA projects and presentations - opportunity for student voice - (e.g. DILA project resulted in the renovation of washrooms in the school)
- Student presentations and performances in the community (e.g., Dance Performance at City Hall for Black History Month, Feeder School Music, Sports Workshops)
- FNMI students working with Ingenium to provide feedback about Indigenous Displays in Ottawa Museums
- Students are organizing a Mental Health Fair with staff and Rotary.
- Students have also organized a Health Fair (science students) and an Asian Food fair at lunch time.
- Black History Month Conference, Assembly/Pop Up Performances, Flash Mobs and displays organized by students with staff
- Asian History Month Assembly being organized by students (2018/2019)
- Pow Wow organized May 2018 and 2019 with students, community and staff
- Model United Nations organized by Students May 2019
- Student Council and events, ongoing meetings with administration
- Student Led events such as Coffee House, Relay for Life, Sleepless (community fundraiser), Holiday hamper to support community,
- Establishment of new Gloucester traditions (Gloucester Book of Records, Holiday Hamper, etc.)
- Boys Group and Girls Group

Appendix A to Report No. 19-065

Quotes from Students (2018-2019):

“Gloucester is the first school I have attended where I have felt that I could be me - - I feel accepted and supported here. I love this school.”

“Rideau, Gloucester. School is school.”

“I am still learning my way around - Gloucester is a big school. At Rideau - all my classes were in one place. I am still getting used to this.”

“We were involved in the Rideau/Gloucester transition in grade 10. We spoke at board meetings on behalf of students and how excited we were to welcome the Rideau students to the GHS Family. Gloucester is such an inclusive school so naturally we felt like two big families coming together. As Co-Presidents, we promised that we would keep traditions from both schools and that we would create new traditions together. We definitely have had more involvement in student clubs, extracurriculars and overall school spirit. Gloucester has never had so much positive energy and we are so happy with how this transition has gone. We are proud to have been a part of this transition and I love how we have all come together as one.”

Quotes and Commentary from Parents, School Council and Community (2018-2019):

“This merger has provided my child to create new peer relationships that are more positive to her well-being.”

“The diversity and community focus that has resulted from the schools joining together has been breathtaking - the Soup and Share, the Multicultural Gala and the Lodge are clear examples of what now makes GHS the place to be.”

“Gloucester is recognized internationally as one of the best and most welcoming schools in the country.”

“With much appreciation I would have to say the transition from Rideau High School and Gloucester High was smooth, accommodating and effortless. I must say it was largely in part to [the] wonderful team of teachers and [school principal]. Bringing familiar faces along with the Lodge was a huge factor in the youth being comfortable with the transition. My worry was that the kids would get lost in the shuffle and not find a place of safety. That has been accomplished by both OCDSB and the community service providers. I would like to think the powwow was a way to incorporate success and showcase the culture.

My only concern is that the Lodge is available for the students during their break times. I understand it gets rented out and I have heard some students say that they

Appendix A to Report No. 19-065

went there only to find a meeting for unfamiliar faces in the Lodge. I do know that the staff has been integral in helping and supporting students feel safe and on track.

I am grateful as both a parent and service provider. We are looking forward to having all FNIM service providers take part in the powwow being held at Gloucester again."

Quotes and Commentary from Staff (2018-2019):

"I have found this blending of the schools wonderful. Two years in - the students don't talk about Rideau anymore. Gloucester has been so welcoming and accommodating to us! Many of us have felt rejuvenated as teachers! The change in the building, the addition of new students from all over the world, the added resources now available, along with more staff to work with and learn from has made the transition years much better than first thought."

"I feel like we have been able to raise student learning expectations and provide additional supports and scaffolding to support. I feel like my students are more engaged and more successful since amalgamation."

"The additional staff has given new life to all departments. There is so much collaboration going on with ideas being shared and teachers revising and improving both content and delivery. Teacher preparation areas are so vibrant now and the renewed enthusiasm is evident."

"In a small school - it can be difficult to teach within your subject area. Now that I am a part of a larger amalgamated school am very happy. I think it was a great idea to put these two schools together. So far, everything looks bright for me and I am enjoying to teach once again. This has been a very successful transition."

Positive Outcomes as a Result of the Amalgamation:

- Tremendous improvements to programming excellence that include a significantly greater variety of courses in all grades and pathways (workplace, college, university), International Certificate program, Advanced Placement program, Cooperative education placements, Indigenous courses, Specialist High Skills Major programs, DELF (Internationally recognized certification in French <https://delf-dalf.ambafrance-ca.org/>). Some courses include: Percussion, Guitar, Strings, Dance, Exercise Science, Psychology, Japanese, Spanish, InSTEM, Environmental Science, College Chemistry, College Physics, Indigenous Art, Athletic Leadership, Peer Tutoring
- Greater number and variety of sports teams, clubs, extra-curricular activities, field trips, guest speakers, opportunities to meet with Indigenous Elders and Knowledge Keepers, Community Role Models
- Increased numbers allow for global opportunities such as exchanges to Japan and China
- More direct student supports: Student Support and Re-Engagement Coordinator Indigenous Education, Social Worker-5 days, Psychologist-3 days, Itinerant EA-1 day, MLO- 2 days, Nurse Practitioner-1.5 days, Clinical Youth Worker 0.5 day, Diversion Counsellor-3 days, additional VP 0.50, LST and SST, Boys and Girls Club Programming and Homework Club-5 days per week, Wabano lunch programming 1 day per week
- In the second year, we are an even stronger professional community after one year of working together. There is a lot more staff working together (both formally and informally). Morale and enthusiasm is a much higher with staff which builds trust and relationships for sharing teaching practices and honing our teaching skills for our students. Staff are excited to learn from one another. This enthusiasm is felt by students.
- Greater sense of community, empowerment, and student voice
- The incredible community partnerships that had been established at Rideau and spirit of reconciliation - coming to GHS (e.g. Wabano, Minwaashin, Inuuqatigiit (formerly OICC), Metis Nation of Ontario, Carleton University Mentorship and KPMG, etc.).

Challenges We Have Faced as a Newly Amalgamated School:

- The challenges of getting materials and resources from Rideau to GHS, as well as realizing even this year that some resources did not come over (e.g., college physics textbooks)
- Delay in the completion of construction (some details still incomplete), continued issues with the phone system, and waiting for more construction (e.g., food labs need updating and need to include accessible kitchen for children in wheelchairs, greenhouse, music room and drama studio need some updating to be comparable to Rideau)

Appendix A to Report No. 19-065

- Setting up specialty classrooms took more time than anticipated (e.g. Digital Photography Lab and Electrical/Plumbing SHSM, second auto shop still not quite complete)
- Losing the Greenhouse and outdoor gardens at Rideau and picnic tables
- We continue to work on improving credit accumulation
- In the second year of the transition – changes in administration/guidance posed some challenges in terms of time required to build relationships

What Was Done to Address the Challenges:

- Student BBQs, lunchtime activities, school tours for new students, working on communication and engagement in multiple student opportunities (such as clubs and teams)
- Community, Student, Parent BBQ at the end of August (very successful – we will continue this practice)
- Having two LINK Crew classes has had a significant positive impact on both transitions and developing leadership we will continue this next year
- PD days continue to be designed to promote unity and move forward as a whole school and celebrate accomplishments while also getting to know one another
- Professional learning teams by department - to work on aligning curriculum, assessments, goals moving forward and ensuring they provide opportunities for excellence in learning, etc.
- Staff handbook and pictorial staff directory continues to be helpful
- Construction crews and Facilities worked closely with administration to attempt to minimize impact on learning and wellbeing - excellent communication and regular communication/meetings with construction crew/Facilities to address issues or concerns
- We continue to attempt to keep certain staff with specific classes (e.g. ELD, LD, DDP programs)
- Used the old music room (a large room with small practice rooms) as the temporary library during the Learning Commons renovation. We also created other learning spaces around the building for students - e.g., study carols and tables in wide hallways. Students took advantage of this and used these resources well. We continue to keep some of these learning spaces - as it was very successful.
- Newly renovated Greenhouse planned for summer 2019
- Technology Department is planning on working on Picnic Tables and planning of outdoor garden - Spring 2019
- We use the additional staffing for SST and LST, Program Enhancement to address credit accumulation to strive to improve as well as help with wellbeing. This additional support is critical in the transition.
- The District has continued to fund bus passes for former Rideau students
- Administration/Guidance ensuring that they are in classes, halls, club meetings, hosting circles, meetings with students, attending and participating in student events as much as possible to work on building positive relationships

Appendix A to Report No. 19-065

What Additional Resources or Opportunities Have Resulted from the Amalgamation:

- Design and creation of the Lodge and supports - with input from students, Elders and community (relationships built with Wabano, OICC, Minwaashin, Carleton University).
- SHSM Programs (Arts and Culture, Plumbing and Electrical Construction, Auto-Transportation, Wellness and Sport)
- New digital photography lab, newly renovated second auto-shop, new science labs, updated library commons, more usable outdoor tennis/basketball courts, renovated washrooms and universal washrooms, the foyer as a learning space, some work on the grounds and outdoor spaces, new roof in technology hallway
- Vertical learning spaces (whiteboards) installed in many classrooms
- Additional Chromebooks and learning resources for students
- Homework Club 5 days a week is highly used
- Urban Priority Funding to support youth (e.g. nurse, social work, psychologist, Boys and Girls Club, transportation for athletics). These supports have been critical to student success and wellbeing. The additional staffing in special education and student success has also been critical in supporting student learning and credit accumulation.
- Breakfast Club - We are serving approximately 240 children a day and as a result of the increase in budget with the joining of the two schools we are able to provide many healthy options for all youth.

Appendix A to Report No. 19-065

Clubs and Athletics Available for Gloucester Students

Clubs	Athletics
Art Club	Athletic Assoc.
A-Team	Gator Gear
Best Buddies	Badminton
Book Club	Baseball
Breakfast Club	Boys Basketball (Sr.) Boys Basketball (Jr.)
Chess Club	Boys Rugby
Conversation Club (Big Brothers/Sisters)	Boys Soccer
Cooking Club	Boys Volleyball
Debate club & Model United Nations	Ringette
Drama	Curling Club
Flash Mob - Dance	Field Hockey
FNMI - Lodge	Girls Basketball
Diversity Club	Girls Rugby
GHS Ambassadors	Jr Girls Volleyball
Greenhouse Club	Sr Girls Volleyball
GSSA	Golf Team/Club
Guitar Club	Learn to Play Hockey for Girls & Hockey Team
Hobby Cafe (Games Club)	Ice Hockey Team-Boys
Homework Club	Learn to Skate Club
IELTS/TOEFL Prep	Ski Club
InSTEM (Indigenous Science, Tech., Engineering & Math)	Soccer Team/Club
International Certificate Program	Swim Team/Club
Key Club	Track & Field
Learn to Skate	Triathlon Club
LINK Crew	Ultimate
Peer Mediators	Weight Room Club
Youth Connections	XCcountry Running
Orienteering	XCcountry Skiing
Multi-Faith Prayer Group	Gator Power (Free the Children, Me to We, Relay for Life and Community Work)
Percussion Ensemble	
Public Speaking	

Appendix A to Report No. 19-065

RC / Robotics	
Rotary Club - Interact	
Rowing Club	
School Supplies	
Stage Band	
STEM (Science, Tech., Engineering & Math)	
Student Council	
Tennis Club	
Trivia Club	
Vocal Ensemble	
Restoration Club	
Writers' Club	
Yearbook	
Yoga	

Please note: If there is a club or team that students would like to have students are requested to talk to Administration – to ensure that there are opportunities for everyone!

Appendix A to Report No. 19-065

Next Steps the School is Working Toward:

Parents: Working to improve support and engagement for parents including opportunities for parents to learn about issues and opportunities that are important to them (e.g., supporting their children in mathematics, Exit Outcomes, Social Media, etc.). We would like parents to feel and be able to come to the school more frequently (e.g., for events such as the Soup and Share where we had approximately 400 people participate both in 2018 and 2019).

Students: Striving to provide supports as appropriate for students to enhance their learning by providing a myriad of learning opportunities, a welcoming learning environment, diverse learning spaces as well as encouraging students to find and express their voice. To continue working on excellence, growth mindset, increased awareness of how students learn, metacognition, accountable talk, achievement, and building a stronger sense of community.

Staff: We are working to further build staff cohesion through a variety of initiatives and social activities. We want to:

- work on expanding current professional learning teams to learn from one another, improve instructional practice and hence improve student achievement;
- improve student achievement across all pathways;
- work collaboratively together and with students to further build and foster a sense of community as well as provide more opportunities for student voice in the classroom, in curriculum and in the whole school community; and
- provide rich, relevant and diverse learning opportunities for all students where all students are engaged and successful.

School Environment: We wish to provide multiple creative learning and work spaces within the building as well as respond to student voice/requests. The student-made benches that came from Rideau are highly prized and loved by all students. We would like to make more for student use around the building. We would like to make picnic tables to replace the ones that were removed during construction as well as build some garden beds and an outdoor classroom. We have learned that we are able to use some of our larger hallway spaces as learning spaces as well.

Note from the Principal

We have an incredible school! I am so proud of the work of our students, our staff and our parents. From our perspective, the amalgamation of the two schools has gone exceptionally well over the past two years. If I could have done it again – I would have started the process earlier in 2017 so that we could have had even more opportunities than we did for our students to visit GHS and participate in activities. Regardless, I am so proud of how our students have integrated and worked together. They are truly remarkable. I am very proud to be their principal and so honoured to work for and with them. I am equally proud of our staff who demonstrate such care and compassion for our students and families every day.

Despite spending a good portion of last year under construction, our students and staff worked together to make learning and well-being a priority. They have embraced challenges with patience and incredible understanding. They are remarkable.

School Council works diligently with such care and compassion to be inclusive and welcome all families (e.g. the organization of the Soup and Share tradition from Rideau) and they want to support students. I am very appreciative of their work. Our School Council is amazing - student wellbeing, inclusivity and excellence in learning are their priorities.

I regularly hear so many positive things about the amalgamation of Rideau and Gloucester from students, staff and families. I love our students and staff together! More students are finding their voice since the merger - students come to me more often about their ideas and ask about opportunities that we might embrace - whether it is for a new course or a club or activity or an issue that they want to address - it is amazing and I am so proud of them for expressing their voices. Our school is now a vibrant place of learning. It is buzzing with students engaged in so many interesting activities. For example, at lunch - the games club is packed, the trivia club is packed, students are practicing in the dance studio, book club is discussing the latest great read, conversation club is honing discussion skills, lunch clubs are eating and studying and discussing together in classrooms, students are playing outside at the basketball hoops and at the end of the day flash mob is rehearsing in the foyer and homework club is busy researching and studying, while so many other teams are practicing or playing games in the gym. We are one community. We are always happy to host guests to the school to showcase the great work our students do every day – one only needs to visit the school to see the rich learning environment that the merger has created.

I am so proud, so honoured and feel so privileged to be the principal of Gloucester. I became a principal because I wanted to support and help students, staff and families and wanted to make a difference for them. I am so grateful to work with all of our students, staff and families together. We want all of our students to be successful and achieve excellence. We want them to graduate as confident learners and critical thinkers - the amalgamation truly has provided the environment to make this happen.

Respectfully,

Jennifer Perry

Proud Principal,

Gloucester High School - Algonquin Territory

Enrolment

Rate of growth/decline. The rate of decline in enrolment at Gloucester HS was relatively consistent over the three years prior to amalgamation of the two schools. The rate of decline at Rideau HS has shown considerably more fluctuation in that period (Table 7). The rate of decline for the amalgamated Gloucester, however, has slowed relative to the combined total for previous years, reaching -2.1% in October 2017 and -0.05% in October 2018. In contrast, the District has shown a growth of 3% in enrolment in the last year.

Table 7: Year-Over-Year Change in Total Enrolment by School as of October 31

	2014 to 2015 Yr/Yr %	2015 to 2016 Yr/Yr %	2016 to 2017 Yr/Yr	2017 to 2018 Yr/Yr %
Gloucester	-3.6%	-3.5%		
Rideau	-7.9%	-1.9%		
Combined/ Gloucester (post ARC)	-5.3%	-2.9%	-2.1%	-0.05%
<i>District (S)</i>	<i>-0.5%</i>	<i>+0.6%</i>	<i>+1.6%</i>	<i>+3.0%</i>

Disaggregation of total enrolment by pre-amalgamated English program boundaries. Table 8 shows the total number of students enrolled according to: (i) the boundary in which their home address was located on October 31; and (ii) the school in which they were enrolled (for historical enrolment prior to amalgamation). The “Other Boundary” includes any student with a home address outside of either the Rideau HS or Gloucester HS geographic boundaries.

Table 8: Total Enrolment Disaggregated by the Number of Students Living in Each Boundary as of October 31

	2014	2015	2016	2017	2018
Total Enrolment¹¹	1,146	1,084	1,057	1,031	1,025
Gloucester Boundary	423 (36.9%)	403 (37.2%)	378 (35.8%)	380 (36.9%)	369 (36.0%)
<i>Attended Gloucester</i>	410	387	363		
<i>Attended Rideau</i>	13	16	15		
Rideau Boundary	421 (36.7%)	397 (36.6%)	432 (40.9%)	445 (43.2%)	456 (44.5%)
<i>Attended Gloucester</i>	108	111	121		
<i>Attended Rideau</i>	313	286	311		
Other Boundary	302 (26.4%)	284 (26.2%)	247 (23.3%)	206 (19.9%)	200 (19.5%)
<i>Attended Gloucester</i>	173	168	161		
<i>Attended Rideau</i>	129	116	86		

¹¹ These numbers deviate slightly from enrolment data presented in Table 1, as the data capture is pre-OnSIS validation and is used by the Planning Department for GIS purposes.

New Students

Disaggregation of new students by pre-amalgamated English program

boundaries. Of the new students at Gloucester in 2018: 114 (33%) lived within the Gloucester boundary, 154 (45%) lived within the Rideau boundary, and 78 (23%) lived outside either of these two boundaries (Table 9).

Table 9: Number of New Students Enrolled as of October 31 Disaggregated by the Number of Students Living in Each Boundary¹²

	2014	2015	2016	2017	2018
Number of New Students	356	309	329	310	346
Gloucester Boundary	137 (38.5%)	120 (38.8%)	101 (30.7%)	106 (34.2%)	114 (32.9%)
Rideau Boundary	124 (34.8%)	111 (36.0%)	146 (44.4%)	140 (45.2%)	154 (44.5%)
Other Boundary	95 (26.7%)	78 (25.2%)	82 (24.9%)	64 (20.6%)	78 (22.5%)

Attrition and Student Transfer Requests

Student destinations. An analysis of “exit codes” for students who withdrew from each school is presented in Table 8. Student withdrawals for Gloucester and Rideau combined are depicted for 2014-2016. Withdrawals for 2017 and 2018 are based on October 31 OnSIS data from Gloucester HS only.

¹² These numbers deviate slightly from enrolment data presented in Table 5, as the data capture is pre-OnSIS validation and is used by the Planning Department for GIS purposes.

Appendix B to Report No. 19-065

Table 10¹³: Exit Codes for Non Returning Students as of October 31

Reason for Leaving	2014 (N = 95)	2015 (N = 80)	2016 (N = 88)	2017 (N = 81)	2018 (N = 57)
To publicly funded secondary school in Ontario	54 (56.8%)	45 (56.3%)	49 (55.7%)	73 (90.0%)	35 (61.4%)
<i>To another OCDSB secondary school</i>	41 (43.2%)	28 (35.0%)	32 (36.4%)	60 (74.1%)	22 (38.6%)
<i>To OCSB (Catholic) secondary school</i>	11 (11.6%)	4 (5.0%)	12 (13.6%)	1 (1.2%)	5 (8.8%)
<i>To CECCE/CEPEO (French) secondary school</i>	0 (0.0%)	0 (0.0%)	1 (1.1%)	0 (0.0%)	0 (0.0%)
<i>To Other Board in Ontario</i>	0 (0.0%)	4 (5.0%)	1 (1.1%)	1 (1.2%)	5 (8.8%)
<i>School/District Unknown</i>	2 (2.1%)	9 (11.3%)	3 (3.4%)	11 (13.6%)	3 (5.3%)
To federally funded secondary school in Ontario	1 (1.1%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)
To private school in Ontario	0 (0.0%)	0 (0.0%)	1 (1.1%)	0 (0.0%)	0 (0.0%)
Moved outside of Ontario	9 (9.5%)	14 (17.5%)	11 (12.5%)	2 (2.5%)	7 (12.3%)
Received Certificate of Achievement	0 (0.0%)	0 (0.0%)	2 (2.3%)	0 (0.0%)	0 (0.0%)
Received OSSD or equivalent	5 (5.3%)	6 (7.5%)	5 (5.7%)	2 (2.5%)	3 (5.3%)
School does not know destination of student	15 (15.8%)	11 (13.8%)	18 (20.5%)	2 (2.5%)	8 (14.0%)
Student is not attending school or education/training/institution	6 (6.3%)	3 (3.8%)	2 (2.3%)	1 (1.2%)	3 (5.3%)
To other education/training/institution in Ontario	5 (5.3%)	1 (1.3%)	0 (0.0%)	1 (1.2%)	1 (1.8%)

¹³ Section K of the October 31 OnSIS submission to the Ministry. Breakdown of "To publicly funded secondary school in Ontario" category required a merge with data in Trillium.

Appendix B to Report No. 19-065

Number of cross-boundary transfer requests over time. Historically, transfer requests out of both Rideau and Gloucester were on the decline. Since the amalgamation, requests to transfer out of Gloucester HS have been lower than the historical combined total for both schools (Table 11).

Table 11: Cross-Boundary Transfer Requests for Rideau and Gloucester

		2014-2015		2015-2016		2016-2017		2017-2018		2018-2019	
		Transfer Requests IN	Transfer Requests OUT	Transfer Requests IN	Transfer Requests OUT	Transfer Requests IN	Transfer Requests OUT	Transfer Requests IN	Transfer Requests OUT	Transfer Requests IN	Transfer Requests OUT
Gloucester	Requested	43	40	32	37	20	36				
	Approved (%)	13 (30.2 %)	16 (40.0 %)	21 (65.6 %)	18 (48.6 %)	11 (55.0 %)	11 (30.6 %)				
Rideau	Requested	7	54	8	47	5	39				
	Approved (%)	7 (100.0 %)	11 (20.4 %)	7 (87.5 %)	24 (51.1 %)	3 (60.0 %)	14 (35.9 %)				
Combined ^{14/} Gloucester (post ARC)	Requested	50	94	40	84	25	75	9	48	13	49
	Approved (%)	14 (28.0 %)	21 (22.3 %)	14 (35.0 %)	28 (33.3 %)	6 (24.0 %)	17 (22.7 %)	9 (100.0 %)	7 (14.6 %)	9 (69.2 %)	8 (16.3 %)

¹⁴ Transfers between respective schools removed.

Student Well-Being as Measured by the OurSchool School Climate Survey with Students

Socio-emotional well-being: Social and emotional well-being has been measured through results obtained from the bi-annual OurSCHOOL School Climate Surveys that ask students about their sense of belonging at school and positive relationships. Approximately two-thirds of students at Gloucester HS reported a positive sense of belonging (4% lower than the district total and the Canadian norm), whereas nearly three-quarters of students at Rideau HS reported a positive sense of belonging (3% higher than the district and the Canadian norm) (Figure 9). The proportion of students at both Gloucester and Rideau high schools who reported having positive relationships was substantively lower compared to 77% of students in the district and 76% of students in Canada (Figure 10). The first School Climate Survey of Students since the amalgamation will be undertaken this spring with results expected to be available before the end of the school year.

Figure 9: Students Reporting a Positive Sense of Belonging

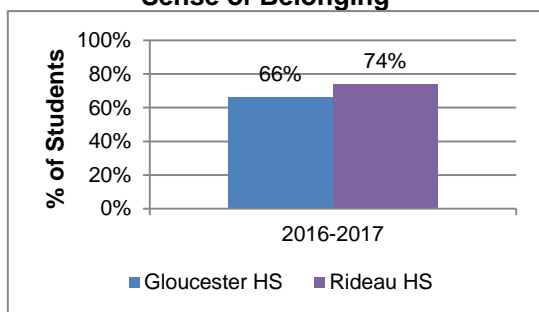
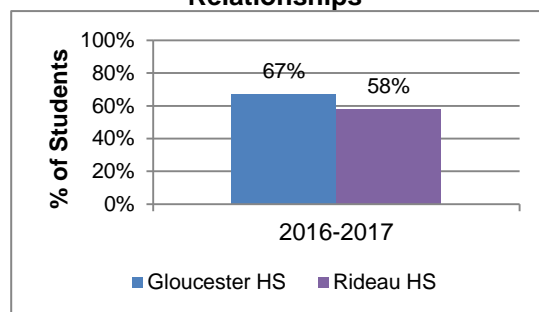
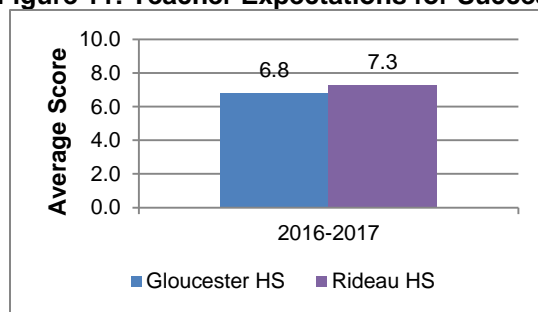


Figure 10: Students Reporting Positive Relationships



Cognitive well-being: According to the student survey in 2016-2017, students in the district and across Canada agreed that their teachers had high expectations for their success (i.e., 7.1 out of 10 for both groups of students) (Figure 11). For students at Gloucester, average ratings were lower compared to both the district average and the Canadian norm, whereas results for Rideau HS were marginally higher.

Figure 11: Teacher Expectations for Success



Appendix C to Report No. 19-065

Physical well-being: Physical well-being will be measured through OurSCHOOL School Climate Surveys (e.g., student self-reports of engagement in physical activity, feeling safe at school, and experiences of bullying/ exclusion/ harassment). Physical activity levels reported by students enrolled at Gloucester HS and at Rideau HS were similar to those reported by all grades 7-12 students in the district, but were slightly lower than the Canadian norm. Specifically, students at both Gloucester and Rideau high schools reported spending less than one hour per day, on average, engaging in either moderate (Figure 12) or intense (Figure 13) physical exercise.

Figure 12: Hours Per Day Spent Doing Moderate Physical Activity

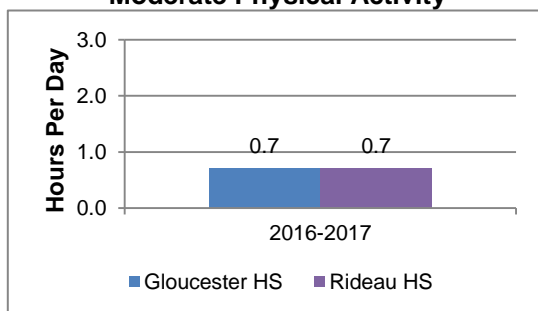
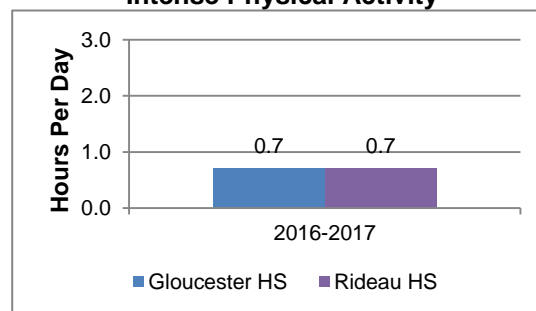


Figure 13: Hours Per Day Spent Doing Intense Physical Activity



Close to two-thirds of OCDSB students in grades 7-12 reported feeling safe at school, which is comparable to the Canadian norm. For students at Gloucester and Rideau high schools, however, feelings of safety were somewhat lower (Figure 14). In contrast, 22% of students in Canada reported experiences of bullying, exclusion or harassment compared to only 17% of students in the OCDSB. The rates of bullying, exclusion and harassment reported by students at both Gloucester and Rideau high schools fell between the overall rate experienced in the OCDSB and in Canada, more broadly (Figure 15).

Figure 14: Feeling Safe at School

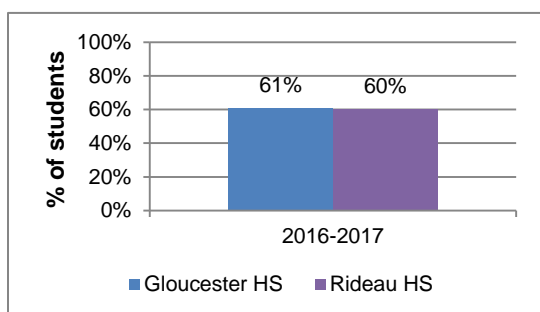
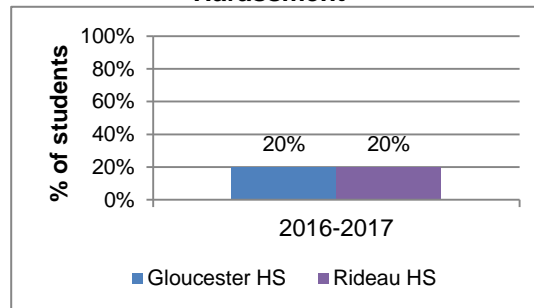


Figure 15: Bullying, Exclusion and Harassment





To: Chair and Members
Committee of the Whole

DATE: 19 November 2019

RE: Notice of Motion re High Performance Athlete Program

Trustee Blackburn has given notice that she intends to move as follows at the Committee of the Whole meeting of 19 November 2019:

WHEREAS the HPA program was initiated in recognition of student athletes who compete at the Provincial, National and International level and require unique programming accommodation and flexibility;

WHEREAS the High Performance Athlete (HPA) Program was established in the 1990's at the former Confederation High School and is currently offered at John McCrae Secondary School;

WHEREAS Board Policy P.105.CUR, Changes to Programs and Program Delivery Structures at Secondary Schools, states that model for secondary school program delivery is the community school;

WHEREAS many high performance athletes in the District attend their community school where their training and competition needs are accommodated;

WHEREAS Procedure PR.629.CUR, Changes to Programs and Program Delivery Structures at Secondary Schools, provides a process and activities that must take place prior to implementing any changes, including consultation with the school council, student council, and elementary and secondary schools that would be affected by the change, as well as an analysis of planning, financial and human resources implications;

THEREFORE BE IT RESOLVED

THAT staff be directed to commence the activities outlined in Policy P.105.CUR and Procedure PR.629.CUR, Changes to Programs and Program Delivery Structures at Secondary Schools, with a view to phasing out the High Performance Athlete Program at John McCrae Secondary School commencing in September 2021.

Camille Williams-Taylor
Director of Education and
Secretary of the Board

Michèle Giroux
Executive Officer
Corporate Services

*Signatures on this Notice of Motion confirm that the Notice was submitted in accordance with
Section 12.9 of the Board's By-laws and Standing Rules.*



MEMORANDUM

Memo No. 19-133

TO: Trustees
Student Trustees

FROM: Camille Williams-Taylor, Director of Education and Secretary of the Board
Nadia Towaij, Superintendent of Program and Learning K-12
Shawn Lehman, Superintendent of Instruction

DATE: 19 November 2019

RE: **High Performance Athlete (HPA) Program - Supplemental Information**

This memorandum and attachment are provided to inform the discussion on a notice of motion to phase out the High Performance Athlete Program at John McCrae Secondary School commencing in September 2021.

The High Performance Athlete Program was started in the early 1990s at Confederation High School. It was located there because of its proximity to the Nepean Sportsplex where many of the athletes trained in swimming and skating. When Confederation H.S. closed in 1999, the program was transferred to John McCrae Secondary School and has resided there since that time.

When the program was created, it was designed to have more academic flexibility for student athletes who missed a lot of class time due to their training and competition schedule, at both the provincial and national levels. Staff provided flexible learning conditions for students so they could continue their studies while training and competing elsewhere.

Today, staff who teach HPA courses continue to offer flexible learning conditions for students. This includes the use of websites, learning management platforms that facilitate the submission of student assignments and collaborative spaces (e.g., Google Classroom, Virtual Learning Environment), video conferencing, etc. The use of a variety of technology tools enables students to continue their learning while away from school due to training and competitions.

The number of HPA courses have evolved over the years. Initially, there were multiple grade levels and course codes in each HPA class. For instance, an English class consisted of grades 10, 11 and 12 English courses. As enrolment has increased, so have the number of courses. This has enabled individual courses to be offered in most classes (e.g., grade 9 English is

offered by one teacher in one period, grade 10 English in another). In 2019-2020, there are 17 HPA sections scheduled in such areas as math, english, science, social sciences, physical education and co-operative education. Students in the HPA program are able to take non-HPA courses as well. Some HPA students also enrol in e-learning courses that further assist them in meeting their academic and sports needs.

As this is a system program, students from across the District can apply. The criteria used for selection is:

- portfolio submission including report cards and any other supporting documentation;
- a student reflection on what he/she will bring to the program and school;
- a sport résumé and a coach training and competition plan;
- letters of reference from a coach and teacher; and
- a meeting with the HPA co-ordinator and vice-principal.

The decision to admit the student into the program is based on the above information; this decision is made by the HPA co-ordinator and school administration.

There is an HPA co-ordinator associated with the program. The role of the co-ordinator is to facilitate HPA course offerings, work with HPA students on such things as timetable changes, post-secondary applications and opportunities and liaison between classroom teachers and students in the program. This is a 0.5 FTE position funded centrally at a cost of \$60,000.

This year, there are 21 sports represented in the HPA program, including BMX Cycling, Curling, Diving, Figure Skating, Golf, Artistic Gymnastics, Rhythmic Gymnastics, Hockey, Judo, Lacrosse, Alpine Skiing, Nordic Skiing, Ringette, Soccer, Squash, Swimming, Synchronized Swimming, Tae Kwon Do, Tennis, Volleyball and Water Polo.

Student enrolment in the HPA program has grown over time. In 2006, there were 25 students in the program. Enrolment increased since that time to a high of 201 students in 2017- 2018. As of October 31, 2019, there are 140 students in the program. Please refer to table 1 for a breakdown of student enrolment year over year.

Table 1: Number of Students in JMSS HPA Program since 2006 - 2007

Year	Number of HPA	School Enrolment	HPA Students as
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	Students		Percentage of JMSS Enrolment
2019 - 2020	140	1400	10%
2018 - 2019	180	1301	14%
2017 - 2018	201	1155	22%
2016 - 2017	182	1054	17%
2015 - 2016	146	969	15%
2014 - 2015	115	904	13%
2013 - 2014	107	906	12%
2012 - 2013	94	886	11%
2011 - 2012	89	907	10%
2010 - 2011	55	899	6%
2009 - 2010	47	931	5%
2008 - 2009	49	1020	5%
2007 - 2008	18	1024	2%
2006 - 2007	25	1074	2%

Information is based on October 31 and March 31 OnSIS data

Below, please find the number of students in the HPA Program broken down by grade level, since 2016 - 2017.

Table 2: Number of Students in Grades 9 - 12 in HPA Program since 2016 - 2017

Year	Grade 9	Grade 10	Grade 11	Grade 12	Total
2019 - 2020	19	29	38	54	140
2018 - 2019	24	40	53	63	180
2017 - 2018	36	51	61	53	201
2016 - 2017	41	56	46	39	182

Information is based on October 31 and March 31 OnSIS data

Students residing in the John McCrae Secondary School (JMSS) boundary would be eligible to continue to attend the school, regardless if the program is maintained or not.

Table 3: Number of Students in JMSS Boundary Attending HPA

Number of Students in HPA who reside in the JMSS Catchment	2016 - 2017	2017 - 2018	2018 - 2019	2019 - 2020
	70	58	53	65

Information is based on October 31 and March 31 OnSIS data

Below, please find the number of students who reside outside of the JMSS catchment area and are attending JMSS because they are part of the HPA program.

Table 4: Number of Students Outside of JMSS Boundary Attending HPA

Number of Students in HPA who reside outside the JMSS Catchment	2016 - 2017	2017 - 2018	2018 - 2019	2019 - 2020
	112	143	127	75

Information is based on October 31 and March 31 OnSIS data

Table 5: Number of Students from outside of OCDSB Area Attending JMSS HPA

Number of Students in HPA who came from outside the OCDSB	2016 - 2017	2017 - 2018	2018 - 2019	2019 - 2020
	2	1	1	4

Information is based on October 31 and March 31 OnSIS data

Students who live outside of JMSS boundary but reside within the District are eligible for transportation through OSTA. Out-of-District students are responsible for their own transportation. In-boundary student athletes receive transportation if they live more than 3.2 kilometers from the school as per OSTA guidelines.

Attached, please find PR.629.CUR Changes to Programs and Program Delivery Structures at Secondary Schools. This provides guidance on the procedures to enlist when looking at making changes to District programs.

Please do not hesitate to contact Nadia Towaij at nadia.towaij@ocdsb.ca or at 613-596-8211 ext. 8573 if you have any questions.

cc Senior Staff
 Manager, Board Services
 Corporate Records



POLICY P.105.CUR
TITLE: CHANGES TO PROGRAMS AND PROGRAM DELIVERY STRUCTURES AT SECONDARY SCHOOLS

Date issued: 26 February 2002
Last revised: 27 June 2016
Authorization: Board: 25 February 2002

1.0 OBJECTIVE

To ensure that changes to programs and program delivery structures at OCDSB secondary schools are managed in such a way as to provide programs to meet the needs of students and to enhance program options across the district at large, within the context of the *Secondary School Program Framework*.

2.0 DEFINITIONS

- 2.1 **A community school** means a school that offers a range of programs designed to meet the needs of the majority of students in the community within the designated geographic boundary that the school serves. All secondary schools will offer core programs required in order to enable students to graduate with an OSSD.
- 2.2 **A course package** means a sequential series of three courses, at different grade levels, originating from the same Ministry document (e.g., third language). This would also refer to the introduction of courses at one grade which, over time, could result in a course package.
- 2.3 **District Programs** means enhanced programs which are not available at the community school or inter-school level. Generally, these programs have entrance requirements and criteria attached to them (e.g., Creative Arts, International Baccalaureate, High Performance Athlete, and Adaptive).
- 2.4 **Equity of access** to programming means the practical considerations of program delivery such as location, site capacity, etc.
- 2.5 **Equity of opportunity** means the philosophical ideal of fairness for all as reflected in educational programs and services that are designed for all students.
- 2.6 **Inter-school programs** means specific courses or program packages which may be available in some schools but not in all schools for a variety of reasons, including: low student enrolment, availability of staff, and appropriate facilities. That is, they are

located at one school site, but the intent is to have students enrolled from a number of sending schools.

- 2.7 **Program delivery structure change** means a significant alteration in the way program is delivered (e.g., the introduction of full or partial semestering or the reverse) which impacts on the enrolment of other schools.

3.0 POLICY

- 3.1 The Board supports offering equity of access and opportunity to programs in the District for all of its students.
- 3.2 The Board's model for secondary school program delivery is the community school, which offers a range of programs designed to meet the needs of the majority of students in the geographic attendance boundary that the school serves.
- 3.3 Changes of program and program delivery structures may be initiated either at the school level by the principal or centrally by a superintendent. When changes are initiated that could impact special education programs or program delivery structures, the superintendent responsible for special education shall be consulted. Consultation regarding implementation at a particular school will occur with the school council and the student council.
- 3.4 The Board shall approve the introduction of, changes to, and/or elimination of:
- a) district programs and program delivery structures;
 - b) inter-school programs and program delivery structures that have district wide impact (e.g., French immersion, English as a second language, specialized special education classes); and/or
 - c) any changes that can reasonably be expected to have a significant effect on school enrolment.
- 3.5 Inter-school programs and course packages of a smaller scope, shall be approved by Director's Executive Council.
- 3.6 Admission to District Programs may be based on admission criteria.
- 3.7 Admission criteria shall be common to all sites offering the same program, as approved by the Superintendent of Instruction and/or the appropriate central Superintendent.
- 3.8 Transportation to inter-school and/or is provided as per Ottawa Student Transportation Authority transportation policy.
- 3.9 The Director of Education is authorized to issue such procedures as may be necessary to implement this policy.

4.0 REFERENCES

The Education Act

Board Policy P.077.PLG: Designated Schools/Student Transfers

Board Procedure PR.568.PLG: Designated Schools/Student Transfers - Elementary

Board Procedure PR.569.PLG: Designated Schools/Student Transfers - Secondary

Board Procedure PR.629.CUR: Changes to Programs and Program Delivery Structures at Secondary Schools

5.0 ATTACHMENTS

Secondary School Program Framework, December 2007, Revised June 2016

SECONDARY SCHOOL PROGRAM FRAMEWORK

The Secondary School Program Framework is intended to provide the foundation for the best learning opportunities for students in secondary school programs. It respects the pathways that are selected by students and their parents/guardians by removing educational barriers to their chosen futures.

1.0 INTRODUCTION

- 1.1 The Secondary School Program Framework provides a structural model for secondary school programs in the Ottawa-Carleton District School Board. The structure is designed to provide OCDSB students with access to the courses, programs and program pathways that lead to graduation with an Ontario Secondary School Diploma (OSSD), an Ontario Secondary School Certificate (OSSC) or a Certificate of Accomplishment (COA).
- 1.2 Each secondary school offers core program courses and optional program courses based on student interest and enrolment, staff expertise and facilities. These differences in both core and optional courses in our schools contribute to the unique character of our schools and support the fundamental principle of the community school.
- 1.3 This program framework will facilitate decision making on a variety of issues related to secondary school programs, including the development of new programs, placement of District Programs, and the determination of staffing to support programs. Decisions using the framework will reflect the best educational research practices and align with current Ministry of Education curriculum documents.

2.0 GUIDING PRINCIPLES

- 2.1 The Board's model for secondary school program delivery is the community school, which offers a range of programs designed to meet the needs of students in the community the school serves.
- 2.2 The Secondary School Program Framework:
 - a) ensures that secondary school students can access courses and programs in their designated school or as close as possible to their home community. Where a student desires a program pathway that is not offered in the community school, then Board will seek other solutions to meet individual student learning needs. These alternatives may be specialized classes, specific course groupings, a congregated program site, or alternate program delivery models, e.g., e-learning, Continuing Education, or blended learning;
 - b) supports offering equity of access and breadth in programming in secondary programs for all of its students;

- c) recognizes that minimizing transitions for students during their school years provides an optimal learning environment and supports student success. This means that secondary schools will be organized in either a Grade 9-12 or a Grade 7-12 configuration and future planning for elementary schools would reflect these secondary school configurations with K-6 or K-8 school organizations wherever possible;
 - d) ensures that program planning as defined within the scope of the framework ensures that secondary students in the District have access to the greatest number of courses and program offerings delivered in a fiscally responsible manner; and
 - e) allows for the monitoring of course/program offerings to ensure equitable access for students throughout the school district and encourages collaboration amongst secondary principals in program planning.
- 2.3 Program viability and sustainability are important factors in establishing or modifying secondary school program delivery models or course offerings. The optimal number of students in any school may vary depending on the number and nature of district and/or specialized programs located in that school, the location of the school or offerings dependent on the needs of the school's student population.
- 2.4 The Board encourages and supports innovation in providing breadth of programs in the community school. All such initiatives must take into account the impacts on neighbouring schools and existing District Programs and should be accomplished within the parameters of the three programming categories as described in the framework.
- 2.5 The Board acknowledges that digital fluency is a critical component of all student learning.
- 2.6 Board decisions and policies on secondary programming should flow from these principles.

3.0 SECONDARY SCHOOL PROGRAM FRAMEWORK

- 3.1 The Program Framework structures program delivery in three categories: community school programs, inter-school programs and District Programs.
- a) Community School Programs
The community school is the designated home school for a student based on his/her place of residence and is the fundamental component of program delivery. The ability for a student to be able to attend the local community school builds and strengthens a sense of belonging. The community school program delivery model will balance equity of opportunity and access to programs for students with the realities of the

program offerings at the student's designated school. All secondary schools will offer core programs ensuring that students can graduate from their home school with an Ontario Secondary Schools Diploma (OSSD), Ontario Secondary School Certificate (OSSC) or Certificate of Accomplishment (COA).

b) Inter-School Programs

An inter-school program is a program package that allows for an enhanced learning experience by the grouping of specific courses. These course groupings may have a single-subject focus or a multi-disciplinary focus. Opportunities for additional certification and cooperative education may form part of the program.

All specialized special education classes that are in secondary schools are considered to fall into the category of inter-school programs.

Course packages as defined in Policy P.077.PLG (Designated Schools/School Transfers) are not considered to be inter-school programs.

Principals, in consultation with superintendents of instruction will annually review programs offered to ensure that all students have access in their designated school to courses required in their program pathway.

c) District Programs

A District Program provides an enhanced learning opportunity in which a specialized program or congregated grouping of courses is offered. These programs serve the interests, abilities and special talents of students and typically have unique entrance requirements. They draw attendance from across the District and may also have specialized certification/graduation outcomes. These programs are approved by Director's Executive Council and the Board. Equity of access to programs that offer enhanced programming may be impacted by geographic considerations, facility constraints and/or entrance requirements. The Board is committed to reducing barriers for students to attend the program pathways needed for their success and well-being.

- 3.2 It is understood that the majority of students will continue to access their full program in their community school.

4.0 COMMUNITY SCHOOL PROGRAMS

4.1 Principles:

- a) Principals will offer a core program to enable students to graduate with an Ontario Secondary School Diploma (OSSD), an Ontario Secondary School Certificate (OSSC) or a Certificate of Accomplishment (COA).

- b) All secondary schools will have a process to determine course offerings in three program pathways that best meet the needs of students in the school community.

4.2 Program Framework:

- a) Each community secondary school in the Ottawa-Carleton District School Board will offer three pathways of core subjects that lead to a diploma or certificate (see Appendix C for diploma/certificate requirements).
- b) Each secondary community school that offers regular day school programs in the Ottawa-Carleton District School Board will offer French as Second Language programs in Core French and Immersion French. A certificate in Extended French or Immersion French will be awarded to students based on the number of earned credits in French, as per Curriculum policy documents provided by the Ministry of Education.

5.0 INTER-SCHOOL PROGRAMS

5.1 Principles:

- a) Principals, in consultation with their superintendents of instruction, will collaborate to ensure that students have access to the specified programs as outlined in the inter-school program section of this framework.
- b) Interschool Programs:
 - i. will fall within the subject area parameters as defined in the Secondary School Program Framework and governed by Ministry curriculum policy documents provided by the Ministry of Education;
 - ii. may be a full or half-day program.
- c) Where a student wishes to access a senior (Grade 11 or 12) inter-school program that is not available at her/his community school and that program is offered at another school, in consultation with both principals, the student may attend the other school for the requested program;
- d) Students attending a Specialist High Schools Major inter-school programs do not have to apply for cross boundary transfers to attend the program.
- e) Students attending inter-school programs shall have access to transportation services according to the Ottawa Student Transportation Authority (OSTA) policy.
- f) Students who attend a Specialist High Skills Major (SHSM) inter-school program have the option to finish their high school graduation requirements in the host school after the completion of the SHSM courses without applying for a cross boundary transfer.

5.2 Program Framework:

- a) The following programs are considered to be District inter-school programs. Some of these programs may have entrance requirements.
 - i. Specialist High Skills Major (SHSM);
 - ii. Secondary School Alternate programs;
 - iii. English as a Second Language programs;
 - iv. English Language Development programs;
 - v. Specialized Special Education programs; and
 - vi. Ontario Youth Apprenticeship Program (O.Y.A.P.).
- b) Inter-school program offerings will be monitored by Director's Executive Council, in collaboration with school principals and superintendents of instruction, to provide a District perspective on the types, number and locations of the programs. Program enrolment may be capped based on local circumstances (i.e.; staffing, available partnership spaces, etc.) by Director's Executive Council.
- c) New Ministry of Education guidelines may require changes to these lists.
- d) Where the enrolment to an inter-school program is capped due to local circumstances (site capacity, teacher expertise/training, available partners, etc.) there will be a fair and equitable process established to determine successful application to the program.

6.0 DISTRICT PROGRAMS

6.1 Principles:

- a) The Board shall approve the introduction of, changes to, and/or elimination of all District Programs.
- b) The District shall review all District Programs in accordance with its cyclical program review process. District programming needs may also bring about this review. The review shall include, but not be limited to, the viability of the learning environment, projected enrolment, geographic location, financial impact and program viability. This analysis may be a subset of another District wide review process; i.e. a pupil accommodation review. Based on the review, Director's Executive Council may recommend to the Board a change in the numbers and/or location of a District Program.
- c) Director's Executive Council, in consultation with the superintendent of instruction, the school principal and the Curriculum Services Department, shall approve the entrance requirements to all District Programs.

- d) All students in the District who meet entrance requirements will have access to District Programs where there is capacity at the site location to do so. Where enrolment is capped due to local circumstances (site capacity, teacher expertise/training, etc.) there will be a fair and equitable process established to determine successful application to the program.
- e) Students attending District Programs shall have access to transportation services according to the Ottawa Student Transportation Authority (OSTA) transportation policy.

6.2 Program Framework

- a) A District Program shall be co-located with a community school program when a student requires courses from both the specialized program and the regular composite program to fulfill graduation requirements. There is no need for co-location where a student is able to attain all graduate requirements within the District Program's course offerings.
- b) Where a District Program can be co-located with a community school program or not, based on the definition provided, the decision of co-location shall be made within the context of District priorities.
- c) The OCDSB offers the following District Program that must be co-located with a regular composite program: International Baccalaureate Program (currently located at Colonel By SS);
- d) The OCDSB offers the following District Programs that can be co-located or not with a regular composite program:
 - i. Creative Arts Program (currently located at Canterbury HS);
 - ii. High Performance Athlete Program (currently located at John McCrae SS; and
 - iii. Secondary Adaptive Programs (currently located at Ottawa Technical Secondary School and Sir Guy Carleton Secondary School).



PROCEDURE PR.629.CUR

TITLE: CHANGES TO PROGRAMS AND PROGRAM DELIVERY STRUCTURES AT SECONDARY SCHOOLS

Date issued: 26 February 2002

Date revised:

Authorization: Senior Staff: 25 February 2002

1.0 OBJECTIVE

To provide a process for changing programs and program delivery structures in OCDSB secondary schools.

2.0 DEFINITIONS

In this procedure,

- 2.1 A **community school** is a designated school which a student would be eligible to attend by reason of place of residence and location of educational programs. Community schools offer a range of programs where that range of programs can be supported by critical mass as determined at the school level.
- 2.2 **System programs** are identified with designated schools. They may or may not require specialized facilities, are not, for the purpose of this procedure, Special Education or ESL programs, and require a student to meet established entrance criteria. System programs may include an in-school set of program expectations and/or an out-of-school training program. Such programs would normally but not necessarily be offered over a number of years. Examples of system programs include the Fine Arts Program, the Adaptive (formerly Vocational) Program, the International Baccalaureate, the High Performance Athlete Program, and the Alternate Program.
- 2.3 A **course package** is a sequential series of three courses, at different grade levels, originating from the same Ministry document.
- 2.4 **Program delivery structure change** refers to a significant alteration in the way a program is delivered. An example is the introduction of full or partial semestering or the reverse.
- 2.5 **Critical mass** refers to a requirement for minimum enrolment levels to ensure the sustainability of programs being offered.

3.0 RESPONSIBILITY

3.1 Director's Executive Council, Principals, as appropriate

4.0 PROCEDURES

4.1 Any changes to school programs or program delivery structures will be considered carefully in the context of impact on neighbouring elementary and secondary schools.

4.2 Changes to Program Delivery Structures, System Programs and Course Packages
The following activities must take place prior to implementing any changes as noted above:

Action	Responsibility Centre	Timeline
1. Work with school council and seek its advice prior to initiating a request for changes to system programs, course packages or program delivery structures.	Principal	April 2
2. Identify to the Superintendent of Instruction any consideration for changes to system programs, course packages or program delivery structures.	Principal	April 15
3. Identify schools, both elementary and secondary, that would be affected by the proposed change.	Principal Superintendent of Instruction	April 22
4. Review issues associated with proposed change in affected school(s).	Trustee(s) Superintendent(s) of Instruction Principal(s)	April 29
5. Give permission in principle to proceed with initial consultation for the change (see the potential audience on page 2 of the attachment). Also, discuss need for an area review with the Superintendent of Facilities and Physical Planning in light of the proposal. Ensure the proposed changes are communicated to all school councils and student councils as appropriate.	Superintendent of Instruction	May 3
6. Complete and submit the attached form (items 1-4 completed), Changes to Programs/Program Delivery Structures, (please refer to Attachment 1), a statement of changes that will be required to the physical facilities using OCDSB 722, School Facility Project Approval and Request form, an estimate of the costs, and staffing implications.	Principal Superintendent of Instruction	June 1

7.	Forward the proposal to Facilities and Physical Planning, the Enrolment and Staffing Data Unit, Human Resources, and Financial Services, for implications on: a) enrolment and accommodation at the school and neighbouring schools; b) alterations to physical plant and costing; c) staffing; and d) transportation.	Superintendent of Instruction June 15
8.	Submit the analysis that has been completed by central departments. Make a final decision for the need of an area review.	Superintendent of Facilities and Physical Planning August 31
9.	Review analysis received from Facilities and Physical Planning, Enrolment and Staffing Data Unit, Human Resources and Financial Services with other Superintendent of Instruction and the local trustees.	Principal Superintendents of Instruction September 15
10.	Present to Director's Executive Council for approval to proceed.	Superintendent of Instruction September 21
11.	Confirm the state of progress with other secondary principals and their respective school councils.	Principal September 22
12.	Complete consultation process with internal and external communities and submit all documentation to the Superintendent of Instruction.	Principal November 11
13.	Present to Director's Executive Council for input and review.	Principal Superintendent of Instruction November 20
14.	Present to Board for final approval and confirmation of implementation dates.	Director's Executive Council December 9
15.	Inform the principal in writing of the decision of the Board.	Superintendent of Schools December 10
16.	Implement change in the following school year(s).	Principal September 1

5.0 APPENDICES

Attachment 1: Changes to Programs/Program Delivery Structures

6.0 REFERENCE DOCUMENTS

The Education Act, 2000

Board Policy P.105.CUR: Changes to Programs and Program Delivery Structures at Secondary Schools

Board Policy P.068.TRA: Student Transportation

Board Policy P.077.PLG: Designated Schools/Student Transfers

Board Procedure PR.556.TRA: Student Transportation

Board Procedure PR.568.PLG: Designated Schools/Student Transfers - Elementary

Board Procedure PR.569.PLG: Designated Schools/Student Transfers - Secondary

Changes to Programs/Program Delivery StructuresGeneral Information

(To be completed by principal)

Name of School:	_____	Projected September Enrolment:	_____
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1. **Current Programs:** (i.e. Immersion, Extended, Gifted, Adaptive (formerly Vocational), etc.
2. **Current Program Delivery Structure:** (i.e. Semestered, Non-Semestered, Partially Semestered)
3. **What program/program delivery change or course package is your school considering? Provide as much detail as you can at this time.**

4. Describe the input process to determine the level of interest for these proposed changes.

Include references to the following:

- (a) school staff and leadership team;
- (b) school council for the school seeking the change;
- (c) principals and school councils of neighbouring secondary and affected elementary schools;
- (d) student council and student body; and
- (e) parents/guardians of student body of affected school and neighbouring schools.

Be specific about the dates and methods you plan to use or used to gather information from these groups about the possible changes. A range of methods could include surveys of students, staff, and/or parents, open forums, study sessions, review of research, etc. Detailed documentation regarding this consultation must be appended to this request form and must be in keeping with the Ottawa-Carleton District School Board Policy P.110.GOV: Consultation by the Board, Schools and School Councils with Constituent Groups and the Wider Community.

5. Implications for Enrolment, Pupil Accommodation and Transportation

(To be completed in conjunction with Facilities and Physical Planning, Transportation, Enrolment and Staffing Data Unit, the appropriate superintendent of instruction, and the principal.)

Please identify below the short and long-term (three to five years) impact on enrolment, pupil accommodation capacity and transportation of the proposed change on both the school applying and on the neighbouring schools.

School Applying

Neighbouring Schools (Please identify each school affected)

6. Implications for Staffing

(To be completed in conjunction with Human Resources, Enrolment and Staffing Data Unit, the appropriate superintendent of instruction, and the principal.)

Please identify below the short and long-term (three to five years) impact on staffing, class size, and teacher qualifications and training requirements of the proposed change on both the school applying and on the neighbouring schools.

School Applying

Neighbouring Schools (Please identify each school affected)

7. Implications for School Facilities

(To be completed in conjunction with Physical Facilities/Design and Construction Services, the appropriate superintendent of instruction, and the principal.)

Please identify below the short and long-term (three to five years) impact on school facilities of the proposed change on both the school applying and on the neighbouring schools. Please submit form OCDSB 722, School Facility Project Approval and Request, if changes to the school facility will be required.

School Applying

Neighbouring Schools (Please identify each school affected)

8. Implications for Finance

(To be completed in conjunction with Financial Services, the appropriate superintendent of instruction, and the principal.)

Please identify below the short and long-term (three to five years) impact on school operating budgets of the proposed change on both the school applying and on the neighbouring schools.

School Applying

Neighbouring Schools (Please identify each school affected)



PARENT INVOLVEMENT COMMITTEE

Wednesday, October 16, 2019

6:00 pm

Trustees' Committee Room

133 Greenbank Road

Ottawa, Ontario

Members: Mostafizur Khan, Carm Janneteau, Diana Mills, Malaka Hendela (OCASC Member), Martyn Reid (OCASC Member), Seyi Malcolm (Parents for Diversity), Melissa McGuirk McNeil (Ottawa Network for Education)

Non-Voting Members: Brett Reynolds (Associate Director), Jennifer Jennekens (Trustee, Alternate)

Staff and Guests: Lynn Scott (Trustee), Michèle Giroux (Executive Officer), Engy Abdel Masieh (Policy Analyst), Leigh Fenton (Board/Committee Coordinator), and Michelle Dagnino (Facilitator)

1. Call to Order

Chair Khan called the meeting to order at 6:14 p.m. He introduced Michelle Dagnino to facilitate the meeting for the special purpose of developing a workplan.

2. Approval of Agenda

Moved by Diana Mills

THAT the agenda be approved.

Carried

3. Action Items

3.a PIC Report September 18, 2019

Moved by Carm Janneteau,

THAT the Parent Involvement Committee report, dated 18 September 2019 be received.

Carried

3.b Report 19-106, Establishment of a PIC Membership Sub-Committee

Your committee had before it Report 19-106, seeking approval to establish and appoint members to the Parent Involvement Committee (PIC) membership sub-committee.

Executive Officer Giroux advised that the Committee is required to convene a membership sub-committee annually and appoint members for either a one-year or two-year term. This year, there will be three vacant parent member positions and one community representative position. Members whose terms are expiring this year were invited to advise Coordinator Fenton if they wish to continue on the Committee. Executive Officer Giroux noted that staff has arranged for advertising and the sub-committee would make its recommendation to the PIC at the 20 November 2019 PIC Meeting.

Moved by Carm Janneteau,

THAT a Parent Involvement Committee membership sub-committee be established as outlined in Report 19-106, and

THAT the following members be appointed to the membership sub-committee:

- **Mostafizur Khan;**
- **Carm Janneteau ;**
- **Michèle Giroux;**
- **Diana Mills; and**
- **Marytn Reid.**

Carried

4. Discussion Items

4.a Background Information related to PIC Workplan

Background information relating to the creation of the PIC Workplan was distributed to the committee in advance of the meeting.

4.b Workplan Facilitation with Michelle Dagnino

Michele Dagnino began the facilitation of the PIC workplan focus group highlighting that the workplan must be aligned with both the District Strategic Plan and the role of PIC as outlined in the Ministry regulation 612/00.

Members discussed the purpose of the PIC as established in the regulation which provides that: *“The purpose of a parent involvement committee is to support, encourage and enhance parent engagement at the board level in order to improve student achievement and well-being. A parent involvement committee of a board shall achieve its purpose by:*

- (a) providing information and advice on parent engagement to the board;
- (b) communicating with and supporting school councils of schools of the board; and
- (c) undertaking activities to help parents of pupils of the board support their children's learning at home and at school".*

Members shared their perspective on the purpose of the committee; questioned the committee's understanding of "improving student achievement and well-being"; discussed the importance of providing advice to the board and questioned whether that is best done through trustees or the Director of Education or both; and the importance of the representative role of the committee and its members.

In the workshop style meeting, the following points were raised by the committee:

- The committee's workplan year should align with the launch of school year in September as opposed to the appointment cycle which begins 1 December and ends 30 November;
- During the month of May the following year's workplan should be determined and approved;
- The Parent Conference is scheduled during early November because school councils are elected at the end of September, and some questioned whether it should be earlier;
- There is a necessity to determine who undertakes the work of the workplan: staff or committee members;
- The workplan should be based on the responsibilities outlined in Ontario Regulation 612/00 of the Education Act on *School Councils and Parent Involvement Committees*, specifically the 'Purpose' listed in section 27 and 28; and
- Consideration might be given to the by-laws and how many members are one or two-year appointments. Currently elected committee members choose a one or two-year term to avert a complete renewal of the membership.

After reviewing the purpose of Parent Involvement Committees as per the Ontario Regulation 612/00, Ms. Dagnino solicited input on the high-level goals of the committee using three categories: leading, supporting or advising. The following ideas were put forth by the committee:

- The ultimate goal is to improve student achievement and well-being through supporting, encouraging and enhancing parent engagement in education;

- A shared understanding of student achievement and well-being is necessary before considering ways in which to lead, support, and advise a workplan;
- PIC shall discuss and identify new ways to communicate information to school councils;
- PIC's work on parental engagement should align with the Board priorities for parental engagement within the Strategic Plan;
- Determine which type of outreach is most effective and how to reach those who do not engage with their school councils;
- There may be opportunities for PIC to develop resources to help parents navigate the school system;
- In the experience of PIC committee members who have also had a seat on school councils, the primary focus of school councils is often fundraising and they questioned how this can change;
- The PIC should choose pragmatic activities for a workplan that will support District initiatives; and
- Determine the duplication in the roles of the PIC and Ottawa-Carleton Assembly of School Councils (OCASC).

Ms. Dagnino created three thematic columns related to understanding engagement of parents as it impacts student achievement:

- a) Supporting school councils/parent groups;
- b) Engaging representative, diverse, inclusive voices; and
- c) Enhancing the profile of PIC's ongoing roles and responsibilities.

Associate Director Reynolds advised that PIC must continue its efforts to ensure parents receive information about school programs and ensuring parents have an understanding of how they can engage with the current District's initiatives.

Executive Officer Giroux highlighted the following initiatives that relate to parents and parental involvement: Board Improvement Plan, Parent Satisfaction Survey, Identity-Based Data Collection, Tip Sheets for School Councils, Replacement for Parents Reaching Out (PRO) grant funding, Comprehensive Safe Schools and Code of Conduct Policy Reviews, Child Protection, and Safe Arrivals Program.

Ms. Dagnino concluded by acknowledging the mandate and the scope of PIC were thoroughly examined. Several of the ideas raised will support the workplan development and staff will summarize the ideas and present a plan to support engagement within the targeted areas.

5. Information Items

All items provided for information were received by the committee.

5.a Chair's Report

The Chair's Report was received.

5.b PIC Correspondence Register

The PIC Correspondence Register was received.

5.c 2019-2020 Parent Conference and School Council Training Day

A memo on logistics for the 2019-2020 Parent Conference and School Council Training Day was provided for information.

6. Adjournment

The meeting adjourned at 8:28 p.m.

Mostafizur Khan, Chair, Parent Involvement Committee



INDIGENOUS EDUCATION ADVISORY COUNCIL

October 17, 2019

6:00 pm

Gloucester High School

2060 Ogilvie Road

Ottawa, Ontario

Members: Albert Dumont, Pauline Mousseau, Jo VanHooser, Inini McHugh, Romaine Mitchell, Sebastien Pilon , Raiglee Alorut, Junior Ittusardjuat, Jesse Kavanaugh

Staff and Guests: Camille Williams-Taylor (Director of Education), Dorothy Baker (Superintendent of Instruction), Olga Grigoriev (Superintendent of Instruction), Jody Alexander (Vice-Principal), Lili Miller, Leigh Fenton (Board/Committee Coordinator)

1. Opening

Vice-Principal Alexander called the meeting to order at 6:12 p.m.

Albert Dumont acknowledged the meeting is taking place on Algonquin Territory. He opened the meeting by offering a smudging and a teaching.

2. New Business

Superintendent Baker recalled the suggestion in the prior meeting, where new business within the circle is open for discussion at the beginning of the meeting.

Ms. Miller requested that the IEAC meeting dates be posted on the District's Indigenous Education web page.

Ms. Miller expressed concern that while touring the residential schools exhibit at the Museum of Civilization, the tour guide knew very little about the history of residential schools. The guide was indifferent towards much of the material on display and omitted important contextual details of Indigenous culture, such as the reason a residential school student hid his rattle from the teachers, RCMP execution of sled-dogs, and the dehumanization of the "Eskimo Identification System"(numbered tags) forced upon the Inuit people in place of their given name. Ms. Miller has written to the museum to emphasize her disappointment and noted that the tour is accessed by the District's secondary students. Mr. Pilon, a former employee of the Museum, offered to send Superintendent Baker the name of the person in charge of training the interpreters for information.

Mr. McHugh reported that through efforts by the Silatunig team and support by the District, the creation of a weekly Inuit Youth Sharing Circle is advancing. These circles will be held by a Knowledge Keeper or Elder, along with a youth mentor, on a weekly basis in the Lodge at Gloucester High School. Sharing Circles help youth gather together to share their experiences and express their feelings in safe environments. The youth mentor will help to facilitate a meal. Youth who attend will receive gift cards and bus tickets. Mr. McHugh is considering how to encourage a wider network of students from across the District to participate. He, and others in the circle, acknowledged District administration for their work on developing strong partnerships to facilitate new programs.

Vice-Principal Alexander introduced Director Williams-Taylor, who appreciated the welcome and noted that the work of the Council will inform the district.

3. Presentations from Staff

3.1 Board Action Plan for Indigenous Education

Vice-Principal Alexander distributed the draft 2019-2020 Board Assessment Tool to council, and noted that the tool provides the District and Ministry an overview of key successes and areas for improvement within Indigenous Education. The tool supports the development of the 2019-2020 Board Action Plan in the area of: supporting students, supporting educators, engagement and awareness building, and using data to support student achievement.

Mr. Mitchell contributed that this document is used provincially to evaluate the work accomplished in all four school boards. Since the implementation in 2012, the Tool has been useful to determine the shifts in focus as the knowledge within the school system increases.

Vice-Principal Alexander provided examples of successful initiatives and “promising practices” implemented by the Indigenous Education Team. In response to her request for input on other priorities, the council contributed the following suggestions:

- A request was made to permit feedback by email, after an opportunity to read and reflect upon the information;
- Name the community partnerships involved in actuating the assessments;
- Refer to the IEAC minutes of the past year to identify challenges and feedback;
- Under the Supporting Educators assessment page, implement at least one online course on Indigenous Cultural training, certified by the

Ontario College of Teachers (OCT), mandatory for the all District educators;

- Empower District staff to self-identify as Indigenous, to create role models for Indigenous students;
- When Elders come in to teach the students, cultivate an opportunity for non-Indigenous teachers to connect with the Elder on a one-to-one basis;
- The use of beading to teach math was commended, and led to the suggestion of netting for geometry lessons; and
- Issue credits when a student learns in their language and consider alternative testing practices for projects accomplished in community languages.

A broad discussion ensued on the challenges encountered when Indigenous people migrate from the Arctic to the southern parts of Canada. Ms. Alorout stated that as the Inuit travel to other parts of Canada from the North, they cease to continue to learn culture from Elders. She described the loss of connection with The Land and The Spirit; Grandchildren no longer have the opportunity to watch their relatives fish for food. The depth of impact plays upon the Indigenous ways, the languages, the families and identities. Ms. Van Hooser echoed the feeling of being overwhelmed in the big cities where, in her work at the Children's Aid Society, the youth she assists are desperate to balance between the two paths the city offers: one of new promises or one of diversions.

Albert Dumont spoke on the importance of teaching children to be proud of their bloodline. Superintendent Baker noted that there may be ways to intersect land and culture within the curriculum. Mr. Pilon highlighted that schools are gathering spaces and could be used as opportunities for Indigenous families to connect with each other. Mr. Mitchell shared the experience of working with another school board where an Elder frequently organized an Indigenous Family Night. First Nations, Inuit and Metis descendants came to eat corn soup and fried bread. There was no set agenda in these meetings. Occasionally an elder was scheduled to speak. From these meetings, a Native Student Leadership program was developed which began as a small group of 15 and today there are 125 self-identified students. He noted that in isolation it is difficult to demonstrate pride in one's heritage.

4. Reports

4.1 Meeting Report of 19 September 2019

Superintendent Baker combined the meeting report of 19 September with the Superintendent's Report to efficiently respond to the recommendations brought forward in the last meeting.

4.2 Superintendent's Report

IEAC reviewed the report of 19 September 2019.

Transportation Discussion

Inini McHugh expressed concern about Indigenous students on cross boundary transfers who are no longer eligible for Presto passes. He proposed that the Board policy be revised to ensure that any Indigenous student be provided with free OC Transpo Presto passes.

Approval of the Agenda Discussion

New Business from the circle participants was moved to the beginning of the meeting.

Teaching in OCDSB Lodges Discussion

Superintendent Baker highlighted Mr. McHugh's initiative on conducting Inuit Youth Sharing circles in Gloucester High School, and advised that the District is committed to exploring student programming which involves teachings by Elders and Knowledge Keepers.

Teaching Life Skills Discussion

Superintendent Baker followed-up with the Indigenous Education Team on available life skills courses. These courses are taught in the secondary schools. She requested to discuss the topic further with Mr. McHugh to identify the current need for life skill training.

No Scent Policy for School Bus Drivers Discussion

Superintendent Baker reported that schools annually communicate with Ottawa Student Transportation Authority (OSTA) about individual students who possess sensitive or life-threatening allergies to ensure this is communicated to drivers. This information has been received by OSTA for the 2019-2020 bus routes.

The Single Day of Recognition for all Indigenous Peoples Discussion

Superintendent Baker stated that the District is examining ways to work with staff to build awareness of the rich diversity of Indigenous culture on an ongoing basis.

Superintendent Baker concluded her report by distributing an info-graphic on the Identity-Based Data Collection Survey. Between 26 November 2019 and 13 December 2019 the District will invite all students in K-12 to

complete a survey called Valuing Voices, Identity Matters. She stated that community focus groups are a part of the continuing dialogue in informing the process.

5. Information and Invitation

5.1 Indigenous Youth Symposium 24 October 2019

Vice-Principal Alexander reported that 135 students are registered to attend the Indigenous Youth Symposium on 24 October 2019. Bus transportation has been arranged. Ten workshops will be offered three times during the day. Twenty-eight community partners will attend to assist with the programming. Non-Indigenous teachers have been invited to attend the booths to learn about Indigenous culture and supports available to students, with three teacher-focused sessions planned. She invited the circle to attend.

5.2 Indigenous Education Advisory Council Schedule of Meetings 2019-2020

A schedule of IEAC meetings for 2019-2020 was included in the package for information.

6. Closing

Albert Dumont suggested that the students in the circle may consider writing a report on the items that were discussed. He suggested that if students undertake the work, honorarium would be provided for their services.

Albert Dumont offered the closing.

The meeting adjourned at 8:26 p.m.



ADVISORY COMMITTEE ON EQUITY

October 24, 2019

6:00 pm

Trustees' Committee Room

133 Greenbank Road

Ottawa, Ontario

Members: Elaine Hayles (Community Representative), Harvey Brown (Community Representative), Jane Fjeld (Youth Services Bureau), Raigelee Alorut (Tungasuvvingat Inuit), Sonia Nadon-Campbell (Special Education Advisory Committee), Susan Cowin (Special Education Advisory Committee, Alternate), Ryan Doucette (Young Leaders Advisory Council)

Non-Voting Members: Rob Campbell (Trustee), Chris Ellis (Trustee), Dorothy Baker (Superintendent of Curriculum Services), Jacqueline Lawrence (Equity and Diversity Coordinator)

Staff and Guests: Lynn Scott (Trustee), Ganaabouté Gagné (Student Trustee), Kenneth Mak (Vice-Principal), Leigh Fenton (Board/Committee Coordinator), Caretta Williams, Fatuma Samatar, Karim Mekki, Riaz Mostaghim

1. Welcome/Land Acknowledgment

Acting Chair Hayles called the meeting to order at 6:09 p.m. and acknowledged the meeting is taking place on unceded Algonquin Territory. She thanked the Algonquin Nation for hosting the meeting on their land.

2. Approval of the Agenda

Moved by Ryan Doucette

THAT the agenda be approved.

Superintendent Baker requested that item 6.3 OCDSB Process to Address Suspension with Anecdotal Evidence be removed.

OCDSB Process to Address Suspension with Anecdotal Evidence be removed.

Moved by Ryan Doucette

THAT the agenda be approved, as amended.

Carried

3. Community Voice (delegations)

There were no delegations or expressions of community voice.

4. Review of Advisory Committee on Equity Report

4.1 26 September 2019

Move by Harvey Brown,

THAT the Advisory Committee on Equity report dated 26 September 2019 be received.

The members requested the following revisions:

- Trustees Blackburn and Scott be added to the list of attendees;
- Reference to Ms. Rice should be amended to Ms. Campbell;
- Amend the spelling of Chair Hayles on folio 4; and
- Bullet one of item 4.3 on folio 3 be amended to read "Trustee Ellis requested that the committee consider the addition of the Annual Student Achievement Report (ASAR) or student suspension report".

Move by Harvey Brown,

THAT the Advisory Committee on Equity report dated 26 September 2019 be received, as amended.

Carried

4.2 Long Range Agenda

The long range agenda was provided for information. The members requested the items be numbered in rank order of priority.

4.3 Action Tracking Report

The action tracking report was provided for information.

5. Action/Discussion/Information Items

5.1 ACE Meeting Dates and Locations

Information on upcoming ACE meeting dates and locations was provided for information.

5.2 The Importance of Public Education

Chair Hayles advised that she had requested this item be added to the agenda for discussion by ACE members and expressed concern about the future of public education.

Trustee Campbell commented that the requirement for students to take courses online may be open to the private sector and there is a lot still unknown particularly around the barriers of accessing online content by families equitably. He expressed the view that the primary purpose of public education is to create critically-minded citizens. Equity is at the core of public education and the reason why the province funds it. He added that ACE can act as a guardian for a strong public education system.

Ms. Fjeld expressed concern that ACE's role within the public education framework is limited but its relationship with the community can help galvanize the community in the event that it may be required.

Chair Hayles expressed concern that the results of identity-based data collection may highlight disparities in the black and indigenous communities that could raise questions about the efficacy of the public education system.

5.3 ACE Membership

Diversity Coordinator Lawrence provided the committee with the Membership Committee's report on ACE membership process (attached as Appendix A). Diversity Coordinator Lawrence shared the process the membership sub-committee will undertake to select the members from the 39 applications received.

During the discussion and in response to queries the following points were noted:

- An orientation session for all ACE members will be held in December 2019. It was suggested that the orientation session be held at 440 Albert Street. Staff will confirm the availability of the facility;
- Applicants include racialized Africans, persons with disabilities, and two-spirit individuals;
- Many of the applicants live in the western part of the District;
- Some applicants did not provide information to assess their application and were disqualified from the process as a result;
- Many of the current members expressed interest in continuing with ACE and Ms. Morgan indicated that she would prefer to be a community member at large rather than a voting member;
- Diversity of the membership is required and the addition of alternates would be preferred to ensure quorum;
- Indigenous voices will be represented at the organizational level;

- ACE will extend an invitation to the Indigenous Education Advisory Council to seek a representative;
- Children's Aid Society (CAS) and Police Services have expressed interest in having a representative on the committee;
- Matrices will be used to review and shortlist the candidates. Candidates will be contacted and interviewed. A report recommending members will be presented to the committee for their approval;
- ACE is seeking representation from seven community organizations;
- Trustee Campbell queried whether or not any of the candidates or community organizations represented low socio-economic status;
- Trustee Scott advised that the appointment of a Chair would be the first order of business for the first meeting. She encouraged staff to request a short biography from each candidate to be provided to the membership;
- Mr. Doucette expressed concern about the structure of the community, particularly the member at large position and the mechanism for making decisions. Trustee Ellis noted that ACE can operate in an informal or consensus model which would include the voices of those who are non-voting; and
- The 23 January 2020 ACE meeting will be held at 440 Albert Street.

5.4 Appointment of Representative and Alternate member to Committee of the Whole

Acting Chair Hayles and Mr. Brown are the current ACE representatives assigned to the Committee of the Whole. It was suggested that the appointment of new representatives be delayed until the membership is confirmed.

Trustee Ellis highlighted the importance of the ACE representation at the Committee of the Whole and encouraged the members to attend and provide comments.

6. Standing Items

6.1 Identity-based Data Collection

During the discussion of Superintendent Baker's update on Identity-Based Data collection the following points were noted:

- On 16 October 2019, principals engaged in a half-day of training on an equity, diversity and inclusion model;

- Staff were joined by Renée Bazile-Jones of Canadian Centre for Diversity and Inclusion (CCDI) who helped the District develop its equity and diversity training modules;
- The District equity learning plan will be shared with all staff. All staff will complete the training modules;
- All the principals were provided with the unconscious bias action plan at the end of the training session to encourage and support their understanding of their own biases and the consequences and possible actions that could be taken to address the bias;
- A representative from the Ottawa Black Educators Network (OBEN) shared that the newly formed organization was created to support all learners but with a particular focus on students of Caribbean and African descent. The representative shared that one of the OBEN's long term goals is to recruit Black educators and support Black parent engagement. The OBEN has encouraged input from the community and will be hosting a workshop on 23 November 2019 to support the District's efforts in identity-based data collection to ensure community participation;
- The identity-based data collection survey will be translated into several languages. Language and information on the identity-based data collection will be user-friendly to ensure the google translate option can adequately convey the message;
- The survey will be open for completion from 26 November 2019 to 13 December 2019;
- Multi-Cultural Liason Officers will be deployed to help parents complete the survey during the survey period; and
- Chair Hayles expressed the view that office administrators should also receive unconscious bias training. Superintendent Baker advised that staff plan to provide opportunities for all staff to access the equity and diversity training modules. She added that at the secondary level, professional development in November will be dedicated to equity.

6.2 Mental Health Strategy

Superintendent Baker advised that a report with the revised Mental Health Strategy will be presented at an upcoming Committee of the Whole Meeting. The document will be reflective of comments received by a number of advisory committees, staff and community organizations.

During discussion and in response to queries the following points were noted:

- Trustee Scott clarified that the ACE motion has been referred to staff for inclusion in their work on the mental health strategy. She noted the following actions have resulted from the ACE motion:
 - Consultations with the Special Education Advisory Committee (SEAC), ACE, and the Indigenous Education Advisory Council (IEAC);
 - Exploration and application for funding;
 - A literature review on the barriers to accessing mental health services for Indigenous youth and youth of African descent;
 - Collaboration with community organizations;
 - Scaling up a peer to peer pilot project;
 - The creation of a youth advisory panel;
 - Focus groups with students who identify as Indigenous or African descent to learn about their experiences in accessing mental health services in schools and their community; and
 - A survey of staff on their knowledge of pathways to care in the school and the community.
- Ms. Alorut expressed concern that the implementation will be too late for many Indigenous students who are already experiencing delays in accessing support. She queried when students can expect action. Superintendent Baker noted that the mental health strategy is mandated by the Ministry. Staff will be creating a mental health framework for the District. Superintendent Symmonds and Dr. Petra Duschner will be invited to return to ACE to provide insight into the actions and timelines associated with the implementation of the Mental Health Strategy;
- Mental Health has been added as a standing item to the ACE agenda to ensure the conversation continues and actions are reported on;
- Trustee Scott commented that in agenda planning meetings members can request that staff attend ACE meetings to provide updates;
- Chair Hayles expressed the view that the ACE motion was tabled at COW but that no communication on its status was reported back to the committee; and
- Committee of the Whole and Board meetings are live-streamed and recorded and ACE members can always access the youtube recording of the meetings to listen to the discussion.

7. Department Update

Superintendent Baker noted that Indigenous Youth Symposium held on 24 October 2019 was well attended. She noted that the symposium featured workshops for both students and educators and featured a blanket exercise with an Inuit perspective. There were 27 community organizations present with tables that staff and students could visit.

Student Trustee Gagne provided a brief overview of the day. Indigenous students were encouraged to invite friends. He noted that the day ended with a circle in the gymnasium.

Ms. Nadon Campbell congratulated students on the event. She noted that it is important for Indigenous youth to see and celebrate their culture, for many grow up not knowing their culture.

Ms. Alorut pointed out that not all Indigenous students were invited. She suggested that rather than have Indigenous students invite friends, that an invitation could be extended to all Indigenous secondary students in the District.

Chair Hayles requested that a report on the Rainbow Youth Symposium to be held on 14 November 2019 be provided to ACE and IEAC that is reflective of student voice.

Superintendent Baker noted that the feedback from participants at events like the Indigenous Youth Symposium and the Rainbow Youth Forum is gathered and integrated into several reports used by staff. She indicated that staff could provide a one-page document consolidating the feedback. Diversity Coordinator Lawrence added that the students plan the events for the students.

Student Trustee Gagne expressed the view that it is important that the students have ownership of the events and that they not be overly institutionalized. He noted that the events offer students an opportunity to gain experience and are a day of celebration and joy.

8. New Business

Diversity Coordinator Lawrence presented Ms. Fjeld with a token of appreciation upon her retirement from the Advisory Committee on Equity. Ms. Fjeld thanked the members of ACE and expressed her admiration for Diversity Coordinator Lawrence and the work of ACE.

Trustee Scott advised that the 2019 Parent Conference and School Council Training Day will be held on 9 November 2019 at Longfields Davidson Heights Secondary School. She added that childcare is available on site.

9. Adjournment

The meeting adjourned at 8:29 p.m.

Elaine Hayles, Chair, Advisory Committee on Equity

Membership Committee Report's on ACE's Membership Process

Four key summary objectives:

1. Timelines
2. Summary of Applicants
3. Recommendations to finalize Appointment Procedure & Matrix
4. Timelines & Recommendations regarding Onboarding of new committee

1. Timelines

Priorities	Timelines
Review Applicants, procedures, matrix and provide recommendations to finalize the selection process	October 24 th
Letter to community agencies, federations and universities for appointments	October 25 th
Finalize selection and present slate of new members to ACE	November 29 th
Orientation-onboarding 2019-2020 ACE	December 7 th or 14 th
All members on board	January 2020

2. Summary of Applicants

Individual Applicants (39)	Organization Applicants (2)
<ul style="list-style-type: none">Racialized 10Disability 62SGLBTQ 7Creed 16Indigenous 0 (request INAC rep)	1 new request 1 updated membership from current member Reminder letter to community organizations, federations and universities week of October 25 th for appointments by November 15 th
Family Dynamics vs Self-identified intersections: <ul style="list-style-type: none">creed, 2SGLBTQ+, racialized = 1creed + disability + 2SGLBTQ = 1creed + disability + racialized = 2creed + racialized = 8disability and 2SGLBTQ =5indigenous + creed+ racialized =1	
<ul style="list-style-type: none">Parents = 19 *Residence = E(5) W (25) S(9)**Allies =27Knowledge of Equity Policies = 28Other relatives noted aunt, nephew <p>**Note regarding future meeting location sites</p>	
2 applicants did not submit any information for the two evaluation questions: a) Why are you interested in being a member of ACE? b) What knowledge, skills and experiences do you bring to ACE in one or more of the following: a parent with children registered in the OCDSB; two way encouragement within the communities you self-identify; equity and inclusive education, public education’ public policy and/or communications?	

3. ACE Membership Analysis

Voting Members	2019-20	2020-21	Key Considerations
Individual (4) Racialized			
Elaine Hayles			Interim-Chair and COW representative. Elaine has expressed that she will step down and assume the Past Chair position once membership roster is finalized.
Harvey Brown			Currently holding the space as Past Chair and COW representative
Nadine Clarke			Parent and ally representative – awaiting clarification on status
Emeka Ndukwe,			Status TBC
Clara Morgan			Awaiting feedback

Current Situation:

- The need to diversify the representation and intersections of diversity in the individual membership group. Also require alternates for each member. As you heard, the roster of applicants will provide ACE the opportunity to do so with parent, community persons and allies representing 2SGLBTQ, racialized, disability, creed dimensions of diversity.
- Indigenous voice currently resides in our organizational group membership category and through the intersection of one of our community reps and the intersecting experience of other committee members. ACE can extend an invitation to INAC to have a member sit on ACE to strengthen the relationship between the two committees. And, the membership committee can be intentional to share the work of ACE with Indigenous individuals and organizations so they know their voice matters in this conversation and space.
- We currently have an interim Chair and no Vice Chair. And, our procedure notes that we fill the position of chair and vice chair in alternate years.

Organizations (7)			
Voting Members	2019-20	2020-21	Key Considerations
Jane Fjeld	Youth Services Bureau (ally)		Jane will be retiring from YSB – replacement possibility?
Raigelee Alorut	Tungasuvvingat Inuit		Alternate
Ryan Doucette	YLAC (racialized)		Alternate
Lisa Montroy	Family Services Centre (2SGlbtq Program)		Alternate
Sonia Nadon-Campbell	SEAC (Disability)		Alternate
Ruth Sword Jean Goulet	Spiritual Care Group in Secondary Schools (creed)		In process of appointing new representative and alternates
	OCISO (immigrant and refugee)		
Ian	Youth Ottawa (ally)		
Karim Makki	Pathways (ally)		
Members at Large (Frequent Guests)			
Bob Dawson	Community representative from the Black community		
June Girvan	Every Child is Sacred & Black History Ottawa		
Professor Stanley	University of Ottawa		Professor Stanley has retired and has recommended Professor Awad – official request to be sent by Oct. 25th
Denise and Hindia	OLIP		

Current Situation:

- Four of our current members do not have an alternate
- Three organizations are in the process of replacing their member and alternate representatives
- Representative from one of our strongest ally organization will be retiring in December

4. Recommendations to finalize Appointment Procedure & Matrix

- We will use the matrix to shortlist applicants to replace current vacancies (4 individual members and 4 alternates) with the intention to be representative of the OCDSB student and parent populations
- We will contact and interview/be in conversation with shortlisted candidates
- We will bring to ACE the recommended slate of new members on Nov. 28th

Other Recommendations

- Chair's position to be filled in 2019 and vice Chair position in 2020
- Committee representatives selected once slate of new members is complete (COW, Early Childhood, Arts, INAC etc.)

Vacancies

- Chair and vice chair will be
- Representatives – 7 – currently 9
- Extent – socio economics will play – do members clarify
- Lynn –
 - o new members are appointment – new term begin – appointment ;
 - o provide a one paragraph of who we are...who will take on chair
- ryan
 - o concern – everyone should be a voting member....especially
 - o chris – consensus model vs voting member body
 - o lynn – consensus can be confusing...membership provides more consistency and the space is always open
- **Accessibility for 440 Albert for January members...**
- **Orientation** – voting and non-voting members; all members at large sign up for the membership

Identity based

- Oral communicators – record responses in some communities....
- Front line workers
- Updated mental health strategy
- Motion – no longer a motion; confusion about where the motion stands....**board did have a question of clarification – what messages and questions have and communicated to ACE....**
- Lynn referred the motion to staff
- Rob – language of crafting motion...referrals vs technical – specific about who are African descent....
- Rajeet – strategy going to differentwhat do we do with the student in need of support now from guidance counsellors; teachers – when will it get to the student level for the student in need? – we talk about it but no action...
- Chris – specific motion – heard it its being incorporate – asks – identification of specific barriers?
- Lynn – who can we bring, what can they bring, and when

Feedback on an ongoing basis

-

Building Brighter Futures Together at the Ottawa-Carleton District School Board



AD HOC CODE OF CONDUCT COMMITTEE

October 29, 2019, 4:00 pm
Trustees' Committee Room
133 Greenbank Road
Ottawa, Ontario

Trustee Members: Donna Blackburn, Christine Boothby, Keith Penny (electronic communication), Lynn Scott

Staff and Guests: Camille Williams-Taylor (Director of Education), Michele Giroux (Executive Officer, Corporate Services), Engy Abdel Masieh (Policy Analyst), Nicole Guthrie (Senior Board Coordinator)

1. Call to Order

Chair Blackburn called the meeting to order at 4:12 p.m.

2. Approval of the Agenda

Moved by Trustee Scott,

THAT the Agenda be approved.

Carried

3. Receipt of Report, Ad Hoc Code of Conduct Committee, 17 September 2019

Moved by Trustee Boothby,

THAT the report for the Ad Hoc Code of Conduct Committee meeting dated 17 September 2019 be received.

Carried

Trustee Boothby sought clarification on whether or not the attendance should reflect the presence of Trustee Campbell. Senior Coordinator Guthrie clarified that Trustee Campbell was not present but had provided comments which were discussed during the meeting.

4. Matters for Action:

4.1 Report 19-108, Approval of Revised Draft Policy P.141.GOV Integrity Commissioner (M. Giroux, ext. 8310)

Your Committee had before it Report 19-108, seeking approval of the draft Policy P.141.GOV Integrity Commissioner and the role description of the Integrity Commissioner.

During the discussion and in response to questions, the following points were noted:

- Legal counsel responded to the committee's questions, and revisions to the policy were made to reflect both the comments from trustees and the advice of legal counsel. The revisions include:
 - Clarified the objective of the policy;
 - Modified the language of the roles and the work of the Integrity Commissioner;
 - Clarified the role of the Integrity Commissioner in public education and reduced this to an annual report;
 - Clarified the jurisdiction of the Integrity Commissioner; and
 - Clarified that a procurement process would be used to contract the services of an Integrity Commissioner.
- There was no change to the two-thirds provision required for removal from office. Legal counsel indicated that the two-thirds provision is consistent with the approach taken by other school boards;
- A five-year term has been modified to a two-year term, renewable for up to six years;
- Staff has estimated the cost to be approximately \$25,000 per year. A procurement exercise will determine what the market will bear;
- Trustee Boothby suggested that item 3.4 of folio 13 be revised to define parameters to ensure that costs are contained. She requested the following addition: "however, should the matter be more broadly applied to trustees, that they provide written advice to all trustees." The addition would ensure that all trustees have an opportunity to benefit from the advice of the Integrity Commissioner unless it is highly confidential;
- The wording of section 3.14 could be revised to read "for" the board and not "to" the board;
- The wording of section 3.20 could be revised to add the following statement "unless such information has already been made public." Staff noted that the clarification must reflect who has made the information public. While it may be in the public domain, the District may not have the authority to release it;

- Trustee Scott expressed concern with the two-thirds requirement. She noted that it only takes a majority to appoint the Director of Education. A simple majority should suffice. Termination for cause differs from removal. She queried whether or not the termination of a contract for cause would require a higher proportion of the vote, or could it be a majority. Staff advised that they would seek clarification;
- The language in the policy could be revised to use the words "removal" or "termination for cause" or "termination of contract." Staff will seek clarity on whether or not that specificity should be established in the policy or the contract;
- Trustee Penny noted that termination for cause is typically a contractual matter;
- In response to a query regarding the costs as outlined on folio 23, staff noted that in a typical request for proposal process, price is one of the last considerations. An hourly rate could provide savings if there is no work; conversely the cost can increase if there is work. Bidders will have to agree to the contract, with an understanding that it may preclude them from other types of work;
- Trustee Boothby suggested the request for proposal (RFP) could be structured to request a discount for hours that extend beyond the regular monthly hours;
- The Board must determine whether or not it is necessary to engage an Integrity Commissioner solely for Code of Conduct issues or other additional learning opportunities;
- An RFP process does not bind the District to a contract;
- A cost management strategy for the Integrity Commissioner should include managing the number of complaints and whether or not the annual report includes reporting on cost;
- The retainer could cover the number of hours per month, and the contract could stipulate a maximum of up to fifteen hours per month, which would provide added value to the service in times where complaints are minimal and trustee professional development and public education may be the requirement;
- Director Williams-Taylor commented that the draft policy meets the strategic goals of transparency and ethical stewardship of resources. The notion of an Integrity Commissioner has evolved as a result of changes to social norms and structures. She added that the expenditure should be commensurate to the work;

- Trustee Penny suggested that it may be preferable to use the services of a firm. He added that \$25,000 is not a large investment and the expense can be justified;
- In response to questions about how to move forward, Executive Officer Giroux noted that the committee has reviewed and agreed to the policy with consensus and that the minor revisions, with further input from legal counsel, could be moved forward to the Committee of the Whole for review and approval of the Board;
- The role description could be provided to the Board as a sample of considerations but does not require the approval of the Board. The roles and responsibilities of the Integrity Commissioner can be defined in the contract or other documents; and
- The role description should stipulate the Integrity Commissioner be a contractor to the Board and not an employee.

Moved by Trustee Boothby

**THAT the draft policy P.141.GOV Integrity Commissioner, attached as Appendix A to Report 19-108, be approved, as amended.
(Attached as Appendix A)**

Carried

5. New Business -- Information and Inquiries

There was no new business.

6. Adjournment

The meeting was adjourned at 4:58 p.m.

Donna Blackburn, Chair, Ad Hoc Code of Conduct Committee



COMMITTEE OF THE WHOLE (PUBLIC) **Report No. 19-112**

19 November 2019

Mental Health Strategy 2019-2022

Key Contact: Peter Symmonds, Superintendent of Learning Support Services, 613-596-8211 ext. 8254

PURPOSE:

1. The OCDSB Mental Health Strategy 2019-2022 is presented for discussion.

CONTEXT:

2. A draft Mental Health Strategy was provided for discussion in May 2019. Based on the feedback and further consultations with OCDSB advisory committees, revisions were made.

KEY CONSIDERATIONS:

3. In 2011 the Province of Ontario released “Open Minds, Healthy Minds” Ontario’s Comprehensive Mental Health and Addictions Strategy. This multi-ministerial strategy was designed to create a more integrated and responsive system of care. Through the Ministry of Education’s commitment, there has been increased focus on student mental health in schools districts. The foundation of this work is the development, implementation, tracking and monitoring of a Mental Health and Addiction Strategy to support student mental health. The first OCDSB Mental Health and Addiction Strategy was developed in 2014.

In the spring of 2018, a District steering committee was struck. The committee is comprised of central staff, administrators from both elementary and secondary schools, federation representatives and a parent representative. The work of the steering committee involved reviewing the previous strategy, provide input into data collection and reviewing provincial and local data in order to guide the development of the Strategy. In addition, data was collected from a range of OCDSB stakeholders. This included focus groups with professional staff, parents and students as well as a mental health survey that was developed and distributed to staff across a range of employee groups. Based on the information gathered, a draft Strategy was produced.

Further consultations with board advisory committees were held to gather feedback and input on the draft Strategy. Specifically, the draft Strategy was

presented to the Advisory Committee for Equity (ACE) on 23 May 2019 and the Special Education Advisory Committee (SEAC) on 12 June 2019.

Over the summer, additional work was done incorporating the input received. The Strategy with initial revisions was presented to the Indigenous Education Advisory Council (IEAC) on 19 September 2019. Based on all the feedback provided, additional revisions have been made to the Strategy (see Appendix A).

The additions and revisions to the Strategy include:

- The strategic priority areas identified by School Mental Health Ontario (SMHO) have been embedded into the OCDSB cultures of innovation, caring and social responsibility to reflect the direct alignment of the work in mental health with the OCDSB Strategic Plan. As part of the restructuring of the Strategy, the following sections have been added: desired outcomes for students, staff and the system and key performance indicators;
- References have been added;
- More details regarding the factors that influence mental health have been added;
- Recognition that mental health and well-being are influenced by social identity factors (e.g., race, indigenous identity, socio-economic reality, gender, etc.)
- Language has been added to reinforce that supporting mental health from mental health promotion through to intervention for mental health challenges is done through an equity lens in a culturally responsive manner;
- The wording describing the graphic illustrating what students need to build and sustain mental health has been clarified; and
- The Strategy has been formatted by the Communications and Information Service division.

RESOURCE IMPLICATIONS:

4. The Ministry of Education provides Grants for Student Needs (GSN) funding for the Mental Health Lead in each school district as well as funding for Well-being, Safe, Accepting and Healthy schools and Mental Health. Additional Priorities and Partnerships Fund(ing) (PPF) supports mental health workers (regulated health professionals) in secondary schools. Mental health is also funded through OCDSB budget.

The development and implementation of the Mental Health Strategy are funded within the envelopes identified above.

COMMUNICATION/CONSULTATION ISSUES:

5. In addition to the consultation with focus groups and advisory committees, the Mental Health Strategy will be shared with SMHO. Following that, a communication and implementation plan will be developed to share the Strategy more broadly across the District.

STRATEGIC LINKS:

6. The Strategy aligns with the OCDSB Strategic Plan's Cultures of Innovation, Caring and Social Responsibility. It also aligns with the Framework for Student Well-being.

GUIDING QUESTIONS:

- Will the Mental Health Strategy help to further the District's commitment to supporting student mental health through promotion, prevention and intervention?
- Do the revisions/additions to the Mental Health Strategy reflect the District's commitment to safe, caring and inclusive practices?

Peter Symmonds, Superintendent of
Learning Support Services

Camille Williams-Taylor
Director of Education and Secretary of
the Board

APPENDICES

Appendix A Mental Health Strategy 2019-2022



OTTAWA-CARLETON
DISTRICT SCHOOL BOARD

OCDSB Mental Health Strategy

2019 – 2022



INTRODUCTION

At the Ottawa-Carleton District School Board (OCDSB), we understand that mental health and well-being are fundamental to student success and affect academic achievement as well as social and emotional development.

The OCDSB Mental Health Strategy (2019–2022) builds on the previous strategy. It is informed by provincial and local data and OCDSB staff, student and parent voices. The Mental Health Strategy continues to focus on building and sustaining mentally healthy schools through capacity building for staff, meaningful youth and parent engagement, and collaboration with community partners following an evidence-based, tiered approach to intervention to support students. The Strategy aligns with the OCDSB 2019–2023 Strategic Plan in its commitment to building and sustaining safe, caring, inclusive classrooms where diversity is recognized, respected and celebrated, and where every student knows they matter and feels they belong.

UNDERSTANDING MENTAL HEALTH

The concept of mental health is perceived and understood differently across cultures. In some cultures, mental health is considered living a good life. In others, it is linked with physical health, while in others there is no equivalent language for mental health. For the purpose of this Strategy, we will use the World Health Organization's definition, where mental health is described as: "A state of well-being in which every individual realizes their potential, can cope with the normal stresses of life, can work productively and fruitfully and is able to make a contribution to their community". The Public Health Agency of Canada (PHAC) adds that: "Mental health is a positive sense of emotional and spiritual well-being that respects the importance of culture, equity social justice, interconnections, and personal dignity" (PHAC 2006). In other words, mental health is about being able to enjoy life in a meaningful way, to flourish and thrive, and to cope with challenges when they arise. Mental health is a **positive** concept.

It is also important to understand the relationship between mental health and mental illness, because these terms are sometimes mistakenly used interchangeably. Although they are separate concepts, mental health and mental illness are interconnected. For example, people diagnosed with a mental illness (e.g., depression, schizophrenia, anxiety) can enjoy good mental health by managing their symptoms, leading a meaningful and productive life including forming positive relationships with others. Similarly, people without a diagnosed mental illness may be dealing with poor mental health if they are struggling to manage their emotions, feeling isolated or disengaged and have limited coping strategies.

Mental health is therefore influenced by a combination of biological factors and life experiences. Biological factors could include genetic predisposition. Life experiences can influence mental health in positive and negative ways. For example social inclusion, trauma, (including intergenerational and current trauma), poverty, disability, unemployment, historic and systemic marginalization or discrimination can have a negative impact on mental health and may lead to higher rates of mental health problems. However, connection to

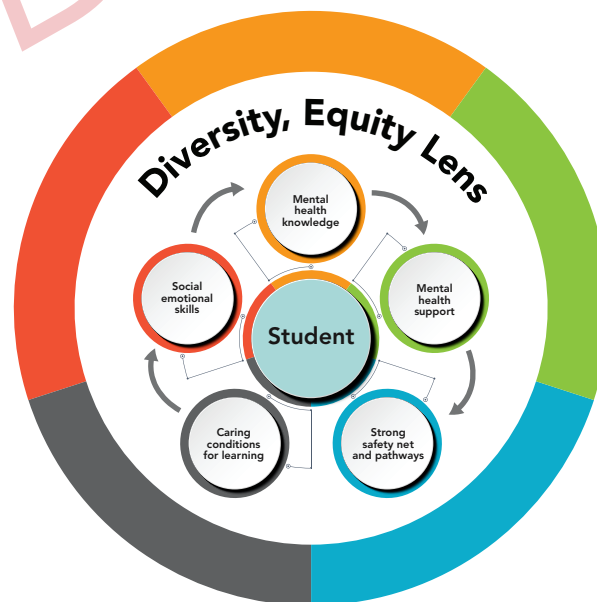
culture, sense of belonging, academic success/achievement, opportunities for meaningful engagement, supportive relationships and healthy coping skills contribute to support and foster student mental health and well-being.

APPROACH TO MENTAL HEALTH & WELL-BEING AT SCHOOL

Schools are ideal settings to promote mental health & well-being. Not only can educators provide an engaging, caring and inclusive classroom environment to foster a sense of belonging, support the development of social emotional skills, but educators can also notice when students are experiencing difficulty and facilitate access to care.

What students need to build and sustain mental health is reflected in the model developed for the School Mental Health Ontario (formerly School Mental Health ASSIST) 2019: Action Plan. The model below illustrates the importance of setting caring conditions for learning. This is achieved by creating welcoming classrooms where diversity is recognized and respected. Students see themselves reflected in their environment and in the curriculum. Through this, students know they matter and have a sense of belonging. Educators support students to develop social emotional learning skills (e.g. self-awareness, self-regulation, positive relationships (social skills), problem solving, resilience) and to learn about mental health. The model also illustrates that students need educators who have the knowledge and skills to notice signs of emotional difficulty and to access appropriate MH Supports and Services. Clear, strong culturally appropriate pathways to, from and through care in the community need to be understood and information needs to be available to parents/caregivers. This work is done with a focus on equity, as we continue to deepen our understanding of identity in supporting mental health.

Student-centred approach to mental health through an Equity Lens

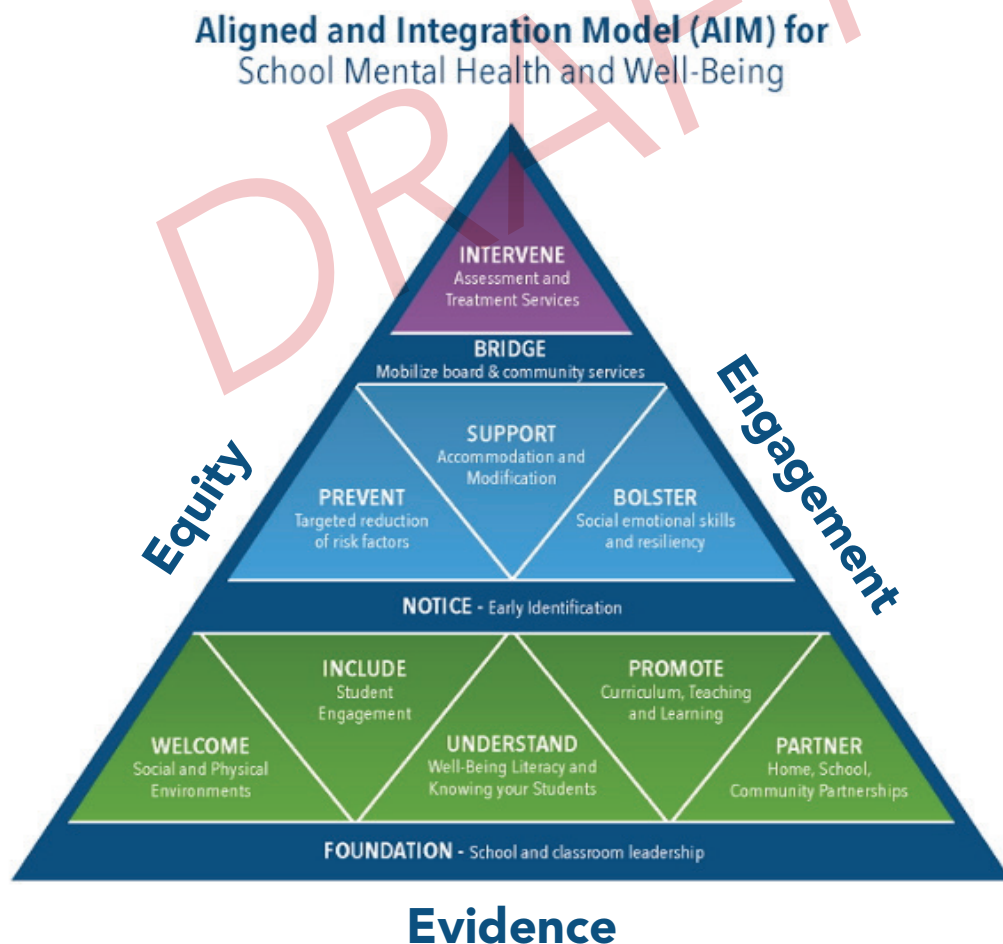


* Adapted from School Mental Health Ontario Model (2019)

At the OCDSB, we provide a continuum of supports and services, following a tiered approach to intervention. This aligned and integrated model (AIM), developed by School Mental Health Ontario, ensures that students have access to the right level of support at the right time from the right service provider. The foundation focuses on universal mental health promotion that is good for all students. When educators **create** a welcoming environment, **include** student voice and leadership in the classroom, **promote** mental health and wellbeing, **understand** the factors that impact mental health, **know** their students and their students' needs, and **partner** with families and communities, students will feel safe, cared for, and included.

Some students will need additional, more targeted support to be successful in their learning and their social relationships. Educators can play an important role in early identification by recognizing signs of emotional difficulty. Skill building in areas such as resiliency, self-regulation, social relationships, and self-esteem, as well as accommodations (as needed) help to prevent further challenges.

A few students will require intensive mental health or crisis intervention and supports. In addition to school-based supports, such as psychologists and social workers, access to community resources may be important for these students.



Source: *School Mental Health Ontario

VISION

Engaging, educating and empowering our students, staff and communities, and providing a safe, caring and inclusive learning environment promotes student mental health, well-being and achievement.

VALUES:

At the OCDSB we value:

- Equitable and inclusive education to foster a sense of belonging
- Student voice to inform and guide our work
- Collaboration with our families in support of their children's mental health
- Our community partnerships
- Evidence-based and evidence-informed approaches
- The vital role our staff play in promoting and supporting student mental health, and we are committed to deepening their knowledge, understanding and capacity to support all students while also recognizing and supporting staff well-being

DRAFT

STRATEGIC PRIORITIES 2019–2022:

CULTURE OF INNOVATION



Organizational conditions set the foundation to foster innovative approaches for evidence-based/informed, culturally relevant, and sustainable mental health practices in our classrooms and our schools.

STRATEGIES

- **Communication:**
 - » Develop a shared understanding of cultural, social, economic factors, that influence mental health and the relationship between mental health, well-being and achievement
 - » Reinforce the use of inclusive language that reflects respect
 - » Communicate information related to mental health promotion in culturally responsive ways to engage our diverse communities
- **Standard Processes:**
 - » Ensure clear descriptions of mental health workers roles and the range of services available in schools
 - » Create and/or revise protocols related to identifying and supporting student mental health needs that include culturally responsive approaches
 - » Ensure that all staff know and follow the Board's suicide prevention, intervention and post-intervention procedure
- **Continuous Quality Improvement:**
 - » Identify success indicators to monitor progress and measure impact
 - » Use data to inform school improvement plans (well-being) and mental health action plans

DESIRED OUTCOMES

Students:

- Increased understanding of the difference between mental health and mental illness, and reduced stigma;
- Increased use of language that reflects inclusivity; and
- Clear understanding of the process to access support.

Staff:

- Enhanced sense of belonging, mental health and well-being through the use and reinforcement of inclusive language;
- Embraced responsibility in supporting student mental health and well-being; and
- Understand and access the process to provide differentiated levels of support.

System:

- Increased understanding of all staff roles and responsibilities, processes and procedures in supporting student mental health & well-being in a culturally responsive manner;
- Clear understanding of protocols and pathways to care across all schools; and
- Evidence-informed quality improvements in mental health and well-being.

DRAFT

CULTURE OF CARING



To support a culture of caring, systematic and focused training is needed to help ensure that our staff, families and students have the knowledge they need to understand the factors that impact mental health and the resources to access a range of services to support the needs of students. This is achieved using evidence-based/ informed, culturally responsive approaches that acknowledge the diversity and lived experience of our students and their families.

STRATEGIES

Staff:

- Build capacity across all OCDSB staff in equity and inclusive practice;
- Expand learning with administrators on creating and sustaining mentally healthy, inclusive schools;
- Provide mental health literacy through professional development for all educator groups using Supporting Minds: An Educator's Guide to Promoting Students' Mental Health and Well-Being, and other School Mental Health Ontario (SMHO) resources;
- Know students in the classroom to ensure their self identified identities are reflected in the classroom environment and in the curriculum;
- Provide opportunities for professional staff training (Psychology & Social Work staff) on:
 - » Topics related to supporting the mental health of students with specific lived experience
 - » Culturally responsive, evidence-based intervention approaches
- Continue to implement evidence-based programs including: Mindmasters2, Zones of Regulation, Collaborative Problem Solving, Kids Have Stress Too;
- Continue suicide and violence prevention training (aligned with crisis prevention, intervention, postvention procedure) using safeTALK and Applied Suicide Intervention Skills Training (ASIST), Violence/ThreatRisk Assessment (VTRA) models; and
- Seek opportunities to pilot and evaluate promising new practices and programs in collaboration with our community partners.

Parents:

- Provide presentations on mental health awareness (promoting mental health & well-being) and specific topics (e.g., stress, attachment and anxiety) for parents; and
- Explore authentic and meaningful engagement with our parent community to better understand our communities and reduce barriers to accessing mental health services with particular consideration for specific populations.

Students:

- Together with the Program & Learning Department, support student learning in mental health through the Health & Physical Education curriculum including the impact of substance use on mental health;
- Establish a youth advisory on mental health to help identify areas of focus, and co-create mental health awareness activities and programs for youth;
- Together with Ottawa Public Health, implement Youth Connections Ottawa, a peer to peer wellness program in secondary schools; and
- Explore ways to engage elementary students in mental health awareness and promotion initiatives.

DESIRED OUTCOMES**Students**

- Increased sense of belonging, positive relationships, and overall well-being;
- Improved social emotional skills and increased use of positive coping strategies; and
- Increased capacity to act with compassion, empathy and kindness towards others.

Staff

- Increased awareness and understanding of the factors that impact mental health of our diverse populations;
- Increased capacity to promote mental health and well-being through caring and inclusive practices and evidence based programming; and
- Improved staff well-being.

System

- Increased knowledge and skill in supporting mental health, identifying and facilitating access to care across all schools; and
- Increased parental voice, knowledge and family engagement.

CULTURE OF SOCIAL RESPONSIBILITY



Student mental health & well-being is a shared responsibility between home, school and community. Working with families and community partners to enhance supports to all students and facilitate pathways to culturally responsive community resources will help reduce barriers to accessing services, and ensure students are provided with the right service at the right time.

STRATEGIES

- Expand opportunities to collaborate with community partners to support mental health needs of students from specific populations. For example:
 - » Indigenous students
 - » LGBTQ2S+ students
 - » Newcomers, immigrant students
 - » Racialized students
 - » Students experiencing income insecurity;
- Explore and expand best practices in supporting the mental health needs concurrent with student special education needs;
- Together with the Children's Aid Society (CAS), support students in care through the Joint Protocol for Student Achievement (JPSA);
- Explore best practices, together with community partners, in engaging chronically non-attending students;
- Collaborate with Rideauwood Addiction and Family Services and Ottawa Public Health to ensure quality prevention and intervention related to substance use/abuse;
- Continue collaboration with Ottawa's Lead Mental Health Agency (Youth Services Bureau) to identify and address service gaps in the community;
- Expand school-based community partnerships through central partnership process; and
- Explore opportunities to engage in authentic and meaningful family engagement.

DESIRED OUTCOMES

Students

- Increased student engagement;
- Improved access to culturally responsive mental health services; and
- Improved mental health and well-being for vulnerable students.

Staff

- Increased understanding of the range of services available to support the needs of our diverse student population; and
- Increased understanding of service gaps in the community.

System

- Increased community partnerships;
- Increased effective collaboration with community partners to ensure a seamless circle of care; and
- Improved capacity to meet the mental health needs of students.

KEY PERFORMANCE INDICATORS (KPIs) TO MONITOR PROGRESS AND IMPACT

Performance indicators for the OCDSB Mental Health Strategy will be monitored regularly through:

- The annual reporting process for the District's Strategic Plan 2019-2023 (System);
- Annual action plans developed from the Mental Health Strategy (System);
- Work with other Departments (i.e. Program and Learning Department and/or Human Resources) to gather data related to student and staff mental health (Student/Staff), for example:
 - » School learning plans (well-being) (Student/Staff);
 - » Staff professional development (Staff);
 - » Student survey (Student);
- Learning Support Services will also continue to engage in ongoing evaluation of various mental health programs and services offered to staff and students across the District.

KEY PERFORMANCE INDICATORS — ALIGNED WITH THE BOARD STRATEGIC PLAN — INCLUDE:

- School climate;
- Student engagement;
- Staff engagement;
- Parent engagement;
- Social emotional skills (e.g., self-awareness, self-regulation, social awareness, positive social relationships, and responsible decision-making); and
- Academic achievement.

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ATS : 1-800-268-7095

2019: B20

MEMORANDUM TO: Directors of Education
Superintendents of Facilities
Superintendents of Business

FROM: Colleen Hogan
Assistant Deputy Minister (A)
Capital and Business Support Division

DATE: November 8, 2019

SUBJECT: Education Development Charge Policy Framework Update

Further to **Memorandum 2019: B11 Interim Changes to Education Development Charges (EDC)**, I am writing to inform you of the conclusion of the Ministry of Education's review of the EDC framework, and to outline amendments made to the *Education Act*, Ontario Regulation 20/98 (Education Development Charges – General) and Ontario Regulation 444/98 (Disposition of Surplus Real Property).

In June 2019, the *Education Act* was amended, through Bill 108 – *More Homes, More Choice Act, 2019* to update the Education Development Charges policy framework. These amendments support the goals of the government's Housing Supply Action Plan, to enhance cost predictability for developers, and to maintain adequate revenues to support the accommodation of students in new development.

EDC Rate Restrictions:

The EDC rate restrictions previously announced in Memorandum 2019: **Memorandum 2019: B11 Interim Changes to Education Development Charges (EDC)**, remain in-force with a minor adjustment to the non-residential rate as follows:

- A maximum yearly increase of the greater of 5% or \$300 per residential unit; and
- A maximum yearly increase of the greater of 5% or \$0.10 per square foot for non-residential development.

Alternative Projects and Localized Education Development Agreements:

The amendments to the *Education Act* and O. Reg. 20/98 support an updated EDC policy framework which allows for the application of EDC revenue for project costs that will address the needs of the board for pupil accommodation and ensures school boards are better able to align the users of schools to the payers of EDCs by:

- Allowing school boards to use EDC revenues to support lower-cost alternatives (Alternative Projects) to site acquisition; and
- Allowing school boards to enter into a Localized Education Development Agreements (LEDAs) that would exempt land from EDCs for specific developments in exchange for direct alternatives to site acquisition to address student accommodation needs.

Before a school board can enter into a LEDA or implement an Alternative Project, Minister approval is required. A school board can request Minister approval at any point; however, the LEDA or Alternative Project will not come into effect until the boards passes a new by-law.

A school board may make a change to a previously-approved Alternative Project, however boards are required to notify the Minister at least 60 days prior to implementing the change. If the Minister notifies the board, within 60 days from the day the notice was provided, that the proposed changes shall not be made, the board shall not make the change.

Notification of Site Acquisition:

School boards are required to provide the Minister with advance notification of their intent to acquire, lease or expropriate sites that are supported by EDC revenue, Land Priorities or the Temporary Accommodation Grant.

This notification is to be submitted to the ministry at least 60 days prior to the financial close of the transaction. If the Minister notifies the board, within 60 days from the day the notice was provided, that the proposed transaction shall not proceed, the board shall not proceed with the transaction.

In order to allow boards a full 60-day period to provide notification, this requirement will come into effect for transactions that are expected to close after January 10, 2020.

EDC Rate Calculation:

The following regulatory amendments were made that affect the EDC rate determination as follows:

- recently expired by-laws, who are not permanently accommodated should be added to the count of new pupils that are the result of new residential development;
- The following types of institutional development are now exempt from paying EDCs:
 1. Long-term care homes;
 2. Retirement homes;
 3. Private schools;
 4. Publicly-assisted universities and colleges;
 5. Indigenous Institutes;
 6. Memorial homes, clubhouses or athletic grounds of the Royal Canadian Legion;
 7. Hospices; and
 8. Child care centres.
- The number of school spaces that can be used to accommodate new pupils from new residential development are now subject to the Minister's approval; and
- School boards are no longer able to calculate a non-residential EDC rate using the percentage of the declared value of the development.

Administration:

The following regulatory amendments were made that are administrative in nature:

- School boards are no longer required to prepare a pamphlet for each development charge by-law. Instead, school boards are only required to post the required information on the board's website;
- School boards are now permitted to make changes to the geographic boundaries of their by-laws, subject to the existing requirement that a by-law not apply with respect to land in more than one region; and
- When providing notice of a board's meeting regarding the passage of an EDC by-law, a board must provide specifics, including the location, time and date of the meeting.

Changes to the *Education Act* were also made to authorize the Lieutenant Governor in Council to make regulations governing the expiration of Education Development Charge by-laws. This allows for a regulation to be made that would specify an expiration date for by-laws currently in force, thereby ensuring all new by-laws adhere to the new legislative requirements at an appropriate time in the future. No such regulation has been made.

The above EDC-related amendments to the legislation and regulation will be in force at November 8, 2019, and the amended statutes can be found here:

<https://www.ontario.ca/laws/statute/90e02>.

To provide further guidance to school boards regarding the new EDC policy framework, the ministry will post an updated guideline, now titled the **Education Development Charge and Site Acquisition Guideline**. The document will be found here:

<https://efis.fma.csc.gov.on.ca/faab/CapitalPrograms.htm>

The Ministry would like to take this opportunity to thank all stakeholders who provided valuable feedback through the EDC consultation process. We particularly wish to thank those Ontario Association of School Business Officials and Council of Senior Business Officials representatives who provided their expertise to undertake a detailed review the Guideline and forms.

Should school boards require further information regarding these amendments, transition timelines or the Guideline, please contact your board's respective Capital Analyst, or contact Paul Bloye, Director, Capital Programs Branch at 416-325-8589 or at paul.bloye@ontario.ca.

Sincerely,

original signed by:

Colleen Hogan
Assistant Deputy Minister (A)
Capital and Business Support Division
Ministry of Education



MEMORANDUM

Memo No. 19-139

TO: Trustees
Student Trustees

FROM: Camille Williams-Taylor, Director of Education and Secretary of the Board
Michael Carson, Chief Financial Officer

DATE: 15 November 2019

Re: **Education Development Charge Policy Framework Update**

Attached please find Memorandum 2019:B20, Education Development Charge (EDC) Policy Framework Update, providing information on the recent Ministry review of the EDC framework and the amendments made to the *Education Act*, Ontario Regulation 20/98 (Education Development Charges-General) and Ontario Regulation 444/98 (Disposal of Surplus Real Property).

In June 2019, the *Education Act* was amended, through Bill 108 – *More Homes, More Choice Act, 2019*, to update the Education Development Charges (EDC) policy framework. This memorandum will provide a summary of the Ministry of Education's review of the EDC framework and the subsequent amendments made to the *Education Act*, effective 8 November 2019. It should be noted that the OCDSB has a current by-law in effect until 31 March 2024 and no changes to this by-law are anticipated at this point in time.

EDC rate restrictions previously announced will remain in-force with a minor adjustment (highlighted below) to the non-residential rate as follows:

- i. A maximum yearly increase of the greatest of 5% or \$300 per residential unit; and
- ii. A maximum yearly increase of the greatest of 5% or \$0.10 per square foot for non-residential development.

The amendments to the *Education Act* allow for the application of EDC revenue for project costs that address pupil accommodation needs and ensure school boards are better able to align the needs of students to the collection of EDCs.

The above will be accomplished by allowing school boards to use EDC revenues to support lower-cost alternatives (Alternative Projects) to site acquisition, and by allowing school boards to enter into Localized Education Development Agreements (LEDAs).

LEDAs would exempt land from EDCs for specific developments in exchange for direct alternatives to site acquisition to address student accommodation needs.

Minister approval is required for a school board to enter into a LEDA or implement an Alternative Project, and approval can be requested at any time. A LEDA needs to be incorporated into the existing by-law with amendments passed, and with all of the standard notifications and input required. The LEDA will not come into effect until the Board passes a new by-law.

A change to a previously approved alternative project can be made provided the Minister is provided at least 60 days' notice prior to implementing the change. The Minister may notify the Board within the 60 days from the day the notice was provided that the proposed changes shall not be made.

School boards are required to provide the Minister with advance notification of their intent to acquire, lease, or expropriate sites supported by EDC revenue. Notification is to be submitted to the Minister at least 60 days prior to the close of transaction. The Minister may notify the Board within the 60 days from the day the notice was provided that the proposed changes shall not be made. This requirement will come into effect for transactions expected to close after 10 January 2020, in order to allow boards a full 60-day period to provide notification.

The following institutional developments are now exempt from paying EDCs:

- i. Long-term care homes;
- ii. Retirement homes;
- iii. Private schools;
- iv. Publicly-assisted universities and colleges;
- v. Indigenous Institutes;
- vi. Memorial homes, clubhouses or athletic grounds of the Royal Canadian Legion;
- vii. Hospices; and
- viii. Child care centres.

The numbers of school spaces that can be used to accommodate new pupils from new residential development are now subject to Minister's approval, and school boards are no longer able to calculate a non-residential EDC rate using the percentage of the developments' declared value. The OCDSB has typically calculated a non-residential EDC rate through Gross Floor Area (GFA) or square footage.

School boards are now only required to post information on the district websites regarding a development charge by-law, and are now permitted to make changes to geographic boundaries of their by-laws subject to existing requirements. Notice of a board's meeting regarding the passage of an EDC by-law (location, time, and date) must be provided.

The amended statutes can be using the following link:

<https://www.ontario.ca/laws/statute/90302>

Should you have any questions, please contact Karyn Ostafichuk, Manager of Planning at karyn.ostafichuk@ocdsb.ca or at extension 8634.

Attach.

cc. Senior Staff
Manager Board Services (Acting)
Manager Planning
Corporate Records

LONG RANGE AGENDA				
November 2019				
Committee of the Whole 5 Nov. 2019	Committee of the Whole 19 Nov. 2019	COW Budget 26 Nov.	Board 26 Nov 20-19	Statutory Committees
		To follow Board	6:00 pm in camera 7:00 public	
Action	Action		Action	SEAC - 13 November
		2020-2021 Budget Process	Presentation on Evidence of Practice: E. Hardie	In year supports for Students with ASD/DD
Safe Schools Policy Framework and Consultation Plan	In-Year Support for Students with ASD			OAP Summary (memo)
John Young ES Boundary Review Consultation Plan	Notice of Motion re Number of Monitoring Reports on the Amalgamation of Rideau HS and Gloucester HS, Trustee Blackburn			Standards: Special Education Staff, Staff Development, Categories and Definitions of Exceptionalities
	Policy P.141.GOV Integrity Commissioner		Presentation to Mark Fisher (10 Year)	PIC - 20 Nov
	Update to P.025.GOV Board Member Conflict of Interest		Report from COW 5 Nov	PRO Grants
	Notice of Motion re HPA Program, Trustee Blackburn		Report from COW 19 Nov	Discussion on PIC By-Laws and Standing Rules
				PIC Member Confirmation
				Audit - 25 Nov
Discussion	Discussion		Discussion	
	Presentation on Student Bus Transportation			
	Mental Health Strategy 2019-2020			
Measurement Reports for 2015-2019 Strategic Plan				
	Reports from Statutory Committees			
	IEAC 17 October		Reports from Statutory Committees	
Reports from Statutory Committees ACE 26 September	PIC 16 October		Audit 25 Nov re Approval of 2018-2019 Financial Statements (oral report)	2018-2019 Consolidated Financial Statements
SEAC 9 October	ACE 24 October			Analysis of the District's 2018-2019 Financial Results
Information Items:	Ad Hoc Code of Conduct 29 October			Policy P.074.IT Computer Network Security
OSTA Update				Regulatory Compliance Register
Information Memos				
Summer Learning Program				
Response to Childcare announcement from Minister Lecce				
City of Ottawa Child Care Waitlists				
Updated 12 November 2019				

LONG RANGE AGENDA				
December 2019				
Board Organizational 2 Dec. 2019	Trustee PD moved to 14 Jan	Committee of the Whole 10 Dec. 2019	Board 17 Dec.	Statutory Committees
Action		Action	Action	SEAC - 4 December
Board Organization				
		FRP/SCI Planned Projects for 2019-2020	Presentation on Evidence of Practice - M.J. Farrish	
Director's Annual Report		Consultation Plan for Draft Child Protection Policy	Presentation to O. Grigoriev (retirement)	
		Revision to P.017.GOV Student Trustees		
		Chapman Mills PS Area Attendance Boundary Redirection	Report from COW 10 Dec	
	Discussion	Discussion	Discussion	PIC - no meeting
			Report from Student Trustees (tbc)	
		Measuring Progress on Student Learning (BIPSAW)		
		Annual Student Achievement Report (ASAR)		
		Reports from Statutory Committees		Audit - no meeting
		SEAC 13 November		
		PIC 20 November		
		IEAC 14 November		
		Audit 25 November		
Information Memos				
Updated 8 November 2019				
Future Items				

LONG RANGE AGENDA

January 2020

Committee of the Whole 7 Jan. 2020	Trustee PD 14 Jan. 2020	COW Budget 20 Jan. 2020	Committee of the Whole 21 Jan. 2020	Board 28 Jan.	Statutory Committees
Action			Action	Action	SEAC - 8 Jan
	Topic: Data literacy, measuring and monitoring			Presentation on Evidence of Practice- S.Lehman	
Discussion			Discussion	Discussion	PIC - 15 Jan
English Program					
Annual Report on Supporting Indigenous Learners at the OCDSB					
Reports from Statutory Committees			Reports from Statutory Committees		Audit - 22 Jan
			SEAC 8 Jan		
SEAC 4 Dec			Audit 25 November		
ACE 28 November					Risk Management Policy
Information Memos					
Updated 14 November 2019					
Future Items					